



Skills for Learning Professionals

A SECTOR SKILLS AGREEMENT FOR THE LIFELONG LEARNING SECTOR

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

ENGLAND ANNEXES

CONTENTS

ANNEX A: STAGE 3 SKILLS ISSUES – FORMAT OF GAP ANALYSIS PAPERS & PRESENTATION OF OVERARCHING THEMES	1
ANNEX B: OVERARCHING VISION FOR THE SECTOR AT A UK LEVEL	2
ANNEX C: ENGLAND COMMUNITY LEARNING AND DEVELOPMENT GAP ANALYSIS CONSULTATION PAPERS ...	8
ANNEX D: ENGLAND FURTHER EDUCATION GAP ANALYSIS CONSULTATION PAPERS	18
ANNEX E: ENGLAND HIGHER EDUCATION GAP ANALYSIS CONSULTATION PAPERS	33
ANNEX F: ENGLAND LIBRARIES ARCHIVES AND INFORMATION SERVICES GAP ANALYSIS CONSULTATION PAPERS.....	43
ANNEX G: ENGLAND WORK BASED LEARNING GAP ANALYSIS CONSULTATION PAPERS	55
ANNEX H: ORGANISATIONS/ EMPLOYERS CONSULTED AS PART OF THE STAGE 3 SSA IN ENGLAND.....	65
ANNEX I: ENGLAND EVIDENCE BASE	69
ANNEX J: ENGLAND REGIONS EVIDENCE BASE.....	92

ANNEX A: STAGE 3 SKILLS ISSUES – FORMAT OF GAP ANALYSIS PAPERS & PRESENTATION OF OVERARCHING THEMES

- **Overview**

This section identifies the main policy drivers and other drivers that relate to each of the skills issues. It recognises that there are a large number of policies in the LLUK sector that affect individual skills issues and these need to be acknowledged in order effectively to engage employers in the consultation process.
- **Occupational groups affected**

Every skills issue identified is categorised according to the occupational group (for example, professional staff or administrative staff) that it affected. In some cases, skills issues are identified as affecting all occupational groups, in others only a few.
- **Skills level/skills area**

This section provides more details of the relevant skills issue, including the level at which it occurred.
- **What our employers said**

This section highlights demand-side information with an analysis of findings from the SNA, especially results from the employer survey in relation to the skills issue.
- **What is the current provision?**

This section provides details of the findings from Stage 2 in relation to the availability of relevant training provision, including specific gaps in provision and barriers to accessing provision.
- **What is already happening?**

This section provides examples of programmes and initiatives that are currently in place or in development – i.e. existing solutions to the skills issue. This section recognises that many initiatives focusing on aspects of skills issues already exist in the lifelong learning sector and that they need to be referred to in order to engage employers in the consultation process.
- **Questions**

ANNEX B: OVERARCHING VISION FOR THE SECTOR AT A UK LEVEL

UK Workforce Profile and Supply of Provision

Workforce numbers

The UK lifelong learning sector workforce was estimated using figures from the LFS and constituency-specific sources. Where data was missing or inadequate, a number of stakeholders were asked to provide estimates of workforce numbers (these constituencies were WBL and youth work within CLD). Given the data discrepancies and data gaps within the LLUK constituencies, it is very difficult to establish an accurate global estimate of the size of the lifelong learning workforce and so the estimates provided should be treated with extreme caution. With this in mind, it is suggested that the lifelong learning sector comprises in the region of **1–1.2 million** individuals.

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

- In the **CLD** constituency, the variation between the LFS and LLUK 'Market assessment' (2004) figures is possibly explained by absence of youth workers and other sub-groups within the constituency from the relevant SIC code. Stakeholder estimates suggest that youth workers alone could account for approximately 130,000 individuals missing from the LFS total. Keeping the above in mind, an approximate total for CLD is **283,000**.
- Similarly, in **FE**, the variation between the LFS and other sources may be related to the 'missing' unspecified numbers from SIC 80.21 (general secondary education), which is not included in the total. Sector-specific data sources provide estimates of the FE workforce in each nation. However, due to the differences in the 'units' used for the purpose of calculation (i.e. 'headcount' or 'contracts' in England and Wales, compared with 'full-time equivalent' (FTE) in Scotland), as well as the varying timescales used for data collection, it is difficult to produce a grand total for FE based on these. The total workforce of FE is **184,909** according to the LFS, although the breakdown in the four UK home countries, based on country-specific data suggests, that this might represent a sizeable underestimate, being:
 - **246,005** staff in England
 - **5,311** teaching staff only in Northern Ireland
 - **12,330** (full-time equivalent) staff in Scotland
 - **9,324** staff in Wales
- In the **HE** constituency, LFS data aggregated across the four quarters of 2004/05 provides a figure of **417,296**. However, the HESA Staff Record uses the staff contract population, an indicator of HE staff contracts active on 1st December 2004, and gives an HE workforce total of **340,000**.
- In the **LAIS** constituency, the CILIP database only covers accredited library and information professionals, and does not include other library and information related occupations, archivists, and records managers. It is estimated to account for approximately 25% of the total constituency workforce. In England, the figure from the MLA digest of statistics gives a figure of more than 31,000 staff working

in libraries in England alone. However, with no single data source that provides data for the LAIS constituency, the estimated workforce total is **52,000** based on LFS, although this is acknowledged to be likely to be a sizeable under-estimate.

- Coverage of the **WBL** constituency is very limited and the robustness of the available data could be seriously questioned. The LLUK 'Market assessment' (2004) relied heavily on an assumption about the number of private WBL providers. Moreover, the updated data relies on stakeholder estimates within the individual home countries of the UK. The best estimate total workforce for this constituency is **136,625**.

These estimates mentioned above are presented in table B1 below.

Table B1: Estimates of the workforce population in lifelong learning constituencies

Constituency	LLUK Market Assessment	LFS 2005	Estimates from constituency-specific sources	Stakeholder estimates
CLD	<ul style="list-style-type: none"> 249,000 (LFS and the NTO for community-based learning and development (PAULO) Labour Market Intelligence (LMI)) 	<ul style="list-style-type: none"> 152,924 (SIC 80.42, but excludes youth workers and possibly other strands) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Youth work total: 130,000 (approx) England – 9,000 paid, 6,000 volunteers (NYA local authority employed youth workers) Northern Ireland – 1,210 paid, 22,111 volunteers (Youth Council for Northern Ireland) Scotland – 8-9,000 paid, 40,000 volunteers (Youth Link Scotland) Wales – 2,893 paid, 40,000 volunteers (LA Youth Service in Wales Audit, Council for Wales of Voluntary Youth Services, CWVYS)
FE	282,000 (LFS and various individual sources: LSC, SIR, Scottish Executive and Enterprise, Transport and Lifelong Learning Department, ELWa, FENTO estimates for Northern Ireland)	184,909 (SIC 80.22 and 80.30/1. Could also include unspecified amount from 80.21)	England – 246,005 (contract numbers) (LLUK, 2006, p.4) Northern Ireland – 5,311 (headcount for teaching staff only) (DEL, 2004/05) Scotland – 12,330 FTE (SFC, 2004/05) Wales – 9,324 (headcount/contract numbers) (SIR Wales, 2003/04)	
HE	420,000 (LFS estimate)	417,296 (SIC 80.30/2 & 3)	340,000 (HESA Staff Record UK, Dec. 2004)	
LAIS	50,000 (Information Services National Training Organisation (IsNTO))	52,007 (SIC 92.51)	23,000 (CILIP database, UK estimated to cover approximately 25% of the LIS workforce) England – 31,433 (Greenwood and Maynard, 2005)	
WBL	70,000 (Skills Dialogue 2002 for publicly funded providers, and assuming at least as much for private providers)	(No separate SIC coverage)		Total: 136,625 England – 30,000 (Parsons and Berry-Lound, 2003) Northern Ireland – 1,625 (Jobskills Providers Forum, NI and LLUK estimate) Scotland – 70-75,000 (Scottish Training Federation) Wales – 30,000 (National Training Federation, Wales)

Workforce characteristics

Various sources of data have contributed to the development of the estimate of the total workforce within the lifelong learning sector as being in the region of 1.1–1.2 million individuals. HE, FE and CLD are the largest and LAIS the smallest constituencies in terms of workforce numbers.

Examining the characteristics of the lifelong learning workforce reveals particular issues relating to:

- **Female employment** – 59% of the workforce (as defined by SIC codes) were female, based on data from the LFS, and between 58–76% were female based on constituency-specific sources. This gender bias was particularly notable in Northern Ireland. However, where data from constituency-specific sources allowed comparison, female employment tended to be more limited in the more senior or more professional employment categories.
- **An ageing workforce** – the LFS suggests that the majority of the workforce was aged between 35–54 years. This finding is supported within other constituency-specific sources, with a slightly younger profile within the WBL constituency, and several sources (in the HE and FE constituencies) suggesting a younger profile for women employed within the sector, compared with men.
- **A professional workforce** – more than half (52%) of the workforce (based on the LFS and SIC codes) were professionals – a considerably higher proportion than found in other public sectors or the economy as a whole. The least common occupational group was in sales and customer service occupations.
- **Full-time, permanent employment** was the norm for the workforce as a whole identified within the LFS, although constituency-specific sources suggest that this was more the case within the HE and WBL constituencies and for staff at less senior or professional levels, than for the CLD and LAIS constituencies and staff taking on more senior professional or academic roles.

Overall supply of provision

The supply of provision for the lifelong learning sector is complex. The lifelong learning workforce is the main supplier of provision and training not only to the workforces of all of the SSCs, but also to itself.

The lifelong learning sector, as it includes the workforce behind FE, HE and WBL, delivers skills and qualifications to most workforces within the UK. Whilst other SSCs investigate the supply of provision for their sectors as something that largely originates from outside their sector; LLUK's investigation of provision supplied to its workforce relates to that which is primarily delivered by members of the same workforce.

Research to date indicated that there are at least 664 providers in the UK, offering programmes, which were relevant to at least one constituency of the lifelong learning workforce during the academic year 2004/05.

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

- 124 **HE institutions** (HEIs)

- 429 **FE providers** and
- 111 **WBL providers** (Information available only for England and Wales).

Overall, it is known that:

- **England** has at least 554 providers, which supply relevant programmes (83% of total).
- **Northern Ireland** has at least 19 providers, which supply relevant programmes (3% of total).
- **Scotland** has at least 13 providers, which supply relevant programmes (2% of total – with information missing for FE and WBL providers).
- **Wales** has at least 78 providers, which supply relevant programmes (12% of total).

In terms of volume of the overall supply of provision, the supply of relevant programmes for learners was in the region of 154,000¹ individual learning opportunities in the UK during 2004/05:

- 86.5% were enrolments in England
- 1.8% in Northern Ireland, and
- 5.8% in both Scotland and Wales.

Supply for the constituencies within the lifelong learning sector

This section details the number of providers, from any LLUK constituency, that have provision relevant to the workforce of each separate constituency.

- In terms of provision for the **HE** sector, 91 providers were identified as supplying relevant provision across the UK during 2004/05, 77 of which were delivered by the HE sector in England.
- 337 providers of relevant training programmes for the **FE** sector were identified in the UK, of which 305 were FE providers and 296 in England. An additional 32 HE providers were identified in England, Scotland and Wales. In Northern Ireland there were 3 providers providing qualifications for FE and HE. Much provision relevant to both the further and higher education sector was identified.
- 164 providers supplied programmes relevant to the **WBL** workforce in England and Wales during 2004/05. Supply was predominantly through the FE sector, though WBL contributed significantly. It should be noted, however, that, as WBL is a programme delivered by private providers, FE colleges and, in some cases, voluntary and CLD providers, it is more complex to describe and analyse than other more discrete sectors.
- 234 providers supplied programmes relevant to the **CLD workforce** in 2004/05, mainly from the FE sector.
- 55 providers supplied programmes relevant to the **LAIS sector** in England, Scotland and Wales during 2004/05, 47 of which were in England. Northern Ireland appeared not to have any provision supplied which was directly relevant for employees in LAIS during 2004/05, although this is known to have changed recently.

¹ The summary statistics do not mean that there are 154,000 individuals, as some members of the workforce may have attended more than one programme.

- 556 of the 664 providers were identified as supplying programmes for the **post-compulsory sector**. These programmes are generically aimed at workers within **FE, HE or WBL**, but are not by design attributable to just one constituency. This may include, for example, S/NVQ level 2 and 3 learner support courses, front-line workers, awareness training and other programmes, which are relevant to workers in different occupational groups within the sector.
- In fact, this represented 39% of all provision taken-up during 2004/05, four-fifths of which was supplied in England, predominantly by the FE sector.

Key data gaps at UK level

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

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

In conclusion, the main data gaps were identified, as follows:

- Archives and records management across the UK
- CLD across the UK
 - community based adult learning in Wales and Northern Ireland
 - community development in England and Wales
 - youth work in Northern Ireland
 - other strands of CLD (community education, development education, family learning and working with parents) across the UK
- WBL across the UK

ANNEX C: ENGLAND COMMUNITY LEARNING AND DEVELOPMENT GAP ANALYSIS CONSULTATION PAPERS

The gap analysis papers contained in Annex C-G present cumulative records with regards to skills issues in England for each of the constituencies. It should be noted that specific feedback which was identified during the Stage 3 consultation meetings at a regional level is noted at the end of these papers and does not cover each region at the same level of detail.

Skills issues for the community learning and development workforce

The Community Learning and Development (CLD) constituency aims to help individuals to develop greater self confidence and to influence the quality of life in their community.

The Community Learning and Development constituency brings together seven distinct strands:

- Community development work
- Community education
- Development education
- Family learning
- Personal and community development learning (formerly Adult and Community learning)
- Working with parents
- Youth work

The different strands share common values and distinctive characteristics, both in the work they do and in the education and training needs of their staff.

LLUK have identified the following skills issues for the Community Learning and Development (CLD) workforce.

1. Demand for management, leadership and business related skills (financial management, accountability skills, managing budgets)
2. Recruitment difficulties for skilled professionals across the Community Learning and Development constituency

In addition, the market testing phase identified an additional skills issue relating to skills gaps for ICT skills.

Profile of the Community Learning and Development (CLD) workforce

- Currently, there are no comprehensive estimates of the size and structure of the Community, Learning and Development workforce across the UK. However, information from national datasets and stakeholders' views provide a limited estimate of the CLD sector in England. LLUK will be undertaking scoping work in 2007 to identify the data needs for the CLD workforce.

- Information from the Labour Force Survey (LFS) shows that there were 153,000 people employed in Adult and Other Education related occupations in 2005. This estimate provides only partial coverage for the CLD workforce and is based on the SIC code 80.42.
- In 2004/05 the National Youth Agency's Audit of Youth Services in England estimated that there were approximately 6,000 paid staff working in youth work in England
- A number of different data sources provide some information on the qualifications of the CLD workforce.
- Analysis to date of data from the LFS show that 62% were qualified to level 4 and above, 12% were qualified to level 3 and 10% were qualified to level 2. Again, this estimate is based on a sub-set of the CLD workforce. It also incorporates all formal qualifications and is not specific to CLD-related qualifications. LLUK is undertaking research to obtain a more robust estimate for the CLD workforce in England.
- A 2004 study by Host Policy and Research Qualifications of Staff in LSC Funded Provision showed that 27% of the Adult and Community Learning workforce in England were qualified to Level 5 and above.
- Findings from *the Survey of Community Development Workers in the UK – A Report on Paid and Unpaid Community Workers* (Glen et al., 2004) found that respondents held a diverse range of qualifications but few were specific to Community Development. Two fifths of respondents were qualified to degree level.

Increased demand for management and leadership skills

Overview/policy drivers

Recent policies emphasising the role of voluntary and community organisations in delivering more public services have implications for the skills needs of the workforce. With regard to LLUK's interest in the voluntary and community sector (VCS), such organisations contribute to, but are not exclusive to the CLD constituency. VCS staff are identify with other areas of the LLUK footprint. Staff will be increasingly required to demonstrate competence and accountability in order to secure public funding as well as skills in managing an expanding number of volunteers.

A National Audit Report, *Working with the Third Sector* (2005), looked at working with the community and voluntary sector and its role in providing public services. It placed an emphasis on the need to train existing staff so that they are able to meet these new challenges, particularly to develop financial and management skills.

Employers and stakeholders also reported a need for increased multi-agency working in delivering services to individual learners and/or clients. Many organisations are engaging with communities in different ways and a range of new skills and specialisms are being developed with implications for staff development. Staff also require skills in working collectively to achieve multi-agency and individual agency targets, including service delivery targets.

These changes will have implications for the CLD workforce who will need to develop effective partnership working skills, networking skills and negotiation skills. For public sector staff working in the CLD constituency, specific skills will be needed to balance their accountability to their agency's agenda with that of the communities with which they work.

The expansion of partnerships with the statutory sector will also result in some smaller organisations increasing in size, and a growing number of volunteers in the constituency. Managers will need to develop skills in defining and managing changing staff roles and in managing large numbers of volunteers resulting from increased integration.

Occupation groups

This skills issue predominantly affects management staff but also affects professional, support professional and administrative staff.

Skills level/skills area

- financial management
- business related skills
- partnership working
- project management
- marketing and promotion skills
- leadership skills
- strategic management
- managing volunteers
- supervisory skills

Evidence of skills needs

- Results from the 2006 LLUK Employer Survey show that between 32% and 36% of employers in England felt that their existing management staff lacked specialist professional and technical skills. This includes skills that are specific to the Community Learning and Development workforce such as

- A smaller proportion of employers in England (20% - 24%) felt that their current management staff lacked transferable skills including communication skills and bilingual skills.
- Employers also reported that between 23% and 28% of applicants to management roles lacked specialist professional and technical skills.

What is the current provision?

- Employers in England reported that their management staff undertook their continuing professional development activities through a range of sources:
 - in house training (18%-22%)
 - higher education (12%-13%)
 - external training provider (11%)
 - various sources (30%-34%)
- More than two thirds of employers in England were satisfied with the continuing professional development activities undertaken by their management staff. A small proportion of employers in England (10%-13%) reported that they were dissatisfied with the continuing professional activities undertaken by their existing management staff.
- Close to one third of employers in England (30% - 35%) indicated that they made a large or very large investment in the further education and training of their existing management staff. Just over half of employers indicated that they made a small investment in the further education and training of their management staff (51- 53%).
- Between 12% and 16% of employers in England reported that management staff made a large or very large investment in their own education and training. More than half of employers in England (58% - 69%) indicated that employees made either a small or no investment in their own education and training.
- Analysis of CLD related provision in Higher Education Institutions found that there were five specific qualifications relating to management and leadership in England and Wales.

What is already happening?

The Centre for Excellence in Leadership's 'Leading Adult Learning Programme' in England.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Recruitment difficulties for skilled professionals within the community learning and development constituency

Overview/policy drivers

Employers reported difficulties in attracting and retaining suitable applicants to occupations across the CLD constituency. The recruitment problems have been exacerbated by a growing demand for skilled CLD staff resulting from a number of different factors.

Across the UK the social inclusion agenda has fuelled demand for CLD training. In 2003 the Learning and Skills Council published *Working Together* which outlined a strategy for work with the voluntary and community sector in England. The document emphasised the role of the voluntary and community service as a key partner and contributor to LSC objectives, particularly in relation to the widening participation agenda.

In 2005, the Department for Education and Skills in England published *Youth Matters* which outlined a strategy for supporting young people. It emphasised the role of Local Authorities in commissioning and delivering support and activities for young people, with a particular emphasis on providing information, advice and guidance.

Other policy changes and initiatives have contributed to an increased demand for specific occupations within the CLD constituency. For example, in 2003 the Department for Education and Skills (DfES) published *Every Child Matters* (2003) which outlined a recruitment drive for the parenting workforce in England. This in turn has prompted a marked increase in demand for parenting training practitioners.

Employers also identified a range of constraints in recruiting staff into the CLD constituency. These include the high proportion of positions that are part time, the relatively low pay compared with other sectors, the lack of clearly specified training routes in some occupations and the limited resources available for training in some organisations.

Occupation groups

This skills issue particularly affects professional and support staff.

Specific occupations affected by skills shortages include:

- youth community officer
- youth support workers
- parent support workers
- trainers
- skills for life tutors
- family learning tutors

Anecdotal evidence also suggests that there are recruitment problems for community development workers and other community learning and development workers across the CLD constituency.

Skills level/skills area

Employers and stakeholders identified a range of key skills needs for the Community Learning and Development workforce.

- the ability to engage with people in a learning context
- working with others to identify their needs, aspirations and goals
- supporting others who choose to participate in the learning and development opportunities
- teaching and supporting learning

Evidence of skills needs

- Findings from the 2006 LLUK Employer Survey show that more than half of employers in England reported difficulties in attracting suitable applicants to fill professional and support professional vacancies in their organisations.

- Employers in England were most likely to report that applicants to professional roles lacked specialist professional and technical skills (42% of employers). This includes specialist CLD skills such as the ability to engage with people in a learning context and working with individuals and/or communities to identify needs, aspirations and goals. Likewise, 49% of employers in England felt that applicants for support roles lacked specialist professional and technical skills.
- A small proportion of employers in England reported that applicants to professional and support roles lacked transferable skills including the ability to engage and communication skills (10% - 18%).
- More than six in ten employers in England (66%) expected the demand for professional staff to increase over the next five to ten years. Similarly, 68% expected the demand for support professional staff to increase.

What is the current provision?

- Analysis of learners enrolled on Community Learning and Development provision in 2004/05 showed that half of provision was delivered in Higher Education institutions, with approximately 40% of provision delivered in Further Education colleges and the remaining 10% delivered by Work-Based Learning providers.²

Higher Education provision

In 2004/05, there were 61 providers delivering CLD related provision in Higher Education Institutions across the UK. Of these:

- 48 providers were in England (69% of learners)
- 6 providers were in Wales (14% of learners)
- 5 providers were in Scotland (12% of learners)
- 2 providers were in Northern Ireland (5% of learners)

In England, enrolments were distributed across the regions as follows:

- East of England: 3%
- East Midlands: 7%
- London: 10%
- North East: 5%
- North West: 10%
- South East: 13%
- South West: 3%
- West Midlands: 18%
- Yorkshire and Humber: 5%

Further Education provision

In 2004/05 there were approximately 6,100 enrolments on Community Learning and Development qualifications in Further Education colleges. Of these:

- 77% were in England
- 6% were in Wales
- 11% were in Scotland
- 6% were in Northern Ireland

² These results potentially overestimate the amount of provision delivered in Further Education colleges and in Work Based Learning settings as learners may be enrolled on more than one course.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Additional skills issues

In addition to the above skills issues, employers and stakeholders who participated in the market testing phase identified a number of new skills issues for their workforce. These included skills issues that were specific to CLD strands. Employers and stakeholders also identified a constituency wide skills gap for ICT skills.

Skills gaps for ICT skills

A number of employers and stakeholders identified skills gaps for ICT skills:

- The ability to engage with people in a learning context.
- Employers in the Personal and Community Development Learning sector reported skills needs for e-enabling skills to maximise the use of technology. They also stressed the need for staff to be flexible in their use of technology.
- Two stakeholders from the voluntary sector indicated that both generic and specialist ICT skills gaps were evident at all levels across the sector. This included fundamental ICT skills necessary to operate in the electronic business world.
- Employers in the family learning sector identified a skills need for e-skills awareness in order to enhance the reputation of family learning and to enable innovative ways of delivering training and learning opportunities. They also identified an issue associated with access to ICT infrastructure for their staff.
- In the East of England, youth work employers reported that the existing qualification training routes did not fully provide graduates with sufficient skills in ICT.
- Additionally, a 2006 report *Campaigning and Consultation in the Age of Participatory Media* highlighted the changing role of technology in changing the way voluntary and community organisations work (NCVO's Third Sector Foresight project and the Hansard society, 2006). The report noted that a widening range of ICT applications are increasingly available to help voluntary and community organisations to communicate and consult with their stakeholders. The report goes on to state that *'Many of these approaches will require new 'skillsets' and resources and that voluntary and community organisations will need support and guidance to take advantage of ICTs'*.

Regional skills issues

The comments below were identified during regional consultation events which have taken place during Stage 3 of the SSA in England. This list is not exhaustive as meetings were not held in every region with all employer groups.

Demand for management, leadership and business related skills

East Midlands	Family learning employers identified skills needs for information management, contract management and positioning skills.
East of England	<p>Adult and community learning employers reported skills needs for supervisory skills.</p> <p>One Adult and Community Learning employer identified skills needs for project management and leadership. This includes setting targets and monitoring progress.</p> <p>One employer identified skills need for business skills and leading and managing change.</p>
North West	<p>Youth work employers identified skills needs for supervision skills. Youth workers often work remotely and the transfer of information about the client base is conducted during 'supervision' with an individual in a 'regular review' situation. Youth workers at level 3 and above require these skills. Other skills needs identified included skills in promoting and marketing which will be required for future capacity building and attracting young people and adults into youth work.</p> <p>A family learning employer identified skills needs for facilitating and chairing multi-agency meetings.</p> <p>Two family learning employers identified skills needs for multi-agency working and promotional and marketing skills.</p> <p>Employers in the voluntary and community sector reported skills needs for partnership building and the ability to build communities.</p> <p>One employer in the voluntary sector stated that business related skills are becoming increasingly important with the increased focus on procurement and commissioning. This includes negotiation skills and change management skills. Other skills needs identified included human resources, fundraising, finance, quality assurance and legal skills and/or knowledge.</p>
South West	<p>Youth Work service employers identified skills needs for multi-agency working including working collectively to achieve multi-agency and individual agency targets. Other skills needs identified included financial skills including setting budgets and monitoring and controlling budgets, skills in commissioning services, managing contractual processes, project management and strategic management.</p> <p>Adult and community learning employers reported that staff needed to be able to work with colleagues from other sectors in delivering services to individual learners/clients. Other skills needs included succession planning (relating to the ageing workforce), marketing skills and project management skills including planning and leading a project.</p>
Yorkshire and Humberside	<p>Community and voluntary sector employers identified skills needs for working with businesses in terms of marketing and delivering training. Other skills needs included personal skills including attitude, self-confidence, awareness of responsibility and values. Employers also indicated that the CLD workforce will require skills to broker relationships between different partners i.e. working with schools</p> <p>Employers reported that project management, event management and development skills were required to equip staff to be more effective when working in partnerships. Other skills needs included preparing bids, managing contracts and delivery, preparing exit strategies, marketing and promotion and communicating change management.</p>
North East	Skills needs identified by employers included: human resource management and administration; bid writing; project management and contract management and partnership working and relationship management skills.

Recruitment difficulties for skilled professionals across the Community Learning and Development constituency

East of England	Youth work employers reported that they experienced difficulties in recruiting qualified staff at all levels. The recruitment difficulties were particularly marked for youth community officers and youth support workers.
North West	Youth work employers reported problems in retaining youth workers, particularly those with youth work qualifications at level 2 and 3.
South West	Youth work service employers indicated that whilst there was a higher turnover of youth services at a lower level, turnover reduced as staff became more highly qualified. Adult and community learning employers reported recruitment difficulties for skills for life curriculum managers and delivery staff.
Yorkshire and Humberside	Employers reported that there are shortages of qualified youth workers in North Yorkshire due to limited and non-standard hours and a shortage of training courses in the sub-region to meet individual needs. Employers at specialist colleges noted a need for CPD for staff on dealing with learners with learning difficulties. There is also a shortage in specialist colleges of staff with therapeutic skills. Some raised the issue of a need for qualifications for volunteers.
North East	A number of employers reported difficulties in recruiting qualified staff because of the difficulty of retaining graduates in the region.

ANNEX D: ENGLAND FURTHER EDUCATION GAP ANALYSIS CONSULTATION PAPERS

Skills issues for the Further Education workforce in England

FE Colleges are central to improving educational opportunities for young people, providing second chance opportunities for adults, enhancing the skills of the workforce, combating social exclusion, raising national attainment levels and widening participation in higher education. They provide for the largest numbers of learners in the 16 - 19 age group.

LLUK have identified the following skills issues for the Further Education (FE) workforce (not in priority order).

- subject specific skills shortages for FE lecturers
- skills shortages for Adult Literacy and Numeracy and ESOL teaching and support staff
- skills gaps and shortages for teaching and broader pedagogical skills
- demand for learner engagement skills
- demand for management, leadership and employer engagement skills
- future demand for learning support and technical staff

Profile of the Further Education (FE) workforce

- In England, analysis of the Learning and Skills Council Staff Individualised Record (SIR), shows that there were 246,005 staffing contracts held at 386 FE colleges in 2004/05. Of these, 64% were teaching staff.
- More than half of FE staff in England were employed part-time (57%).
- Females comprised 64% of the total FE workforce in England.
- A breakdown of the age profile of the workforce in FE colleges in England shows that two thirds of staff were aged 40 and over (67%) and one fifth were aged 55 and over. Just 10% of FE staff in England were aged under 30 years.
- Male staff had an older age profile than female staff, with 26% of male staff aged 55 and over compared with 17% of female staff.
- The overwhelming majority of FE staff were of White British ethnicity (88%). Smaller proportions of the workforce were of Asian ethnicity (3%), black ethnicity (3%), white other ethnicity (4%) and other ethnicity (2%).

Current and future shortages for FE teaching staff

Overview/policy drivers

Employers report current and future shortages for FE lecturers.

Current skills issues

A 2006 report in England Incentive Shortage Subject Funding (Pye Tait, 2006) identified the following subject areas as facing difficulties in recruiting and retaining teaching staff:

- Construction (plumbing, joinery, carpentry)
- Engineering (electrical, mechanical, refrigeration)
- ICT (specialised areas rather than basic/general ICT)
- Science (pure and applied)
- Business administration, accountancy and management (law)
- Health and social care (social care, psychology, early years, childcare)

In addition to the above, employers and stakeholders in England indicate that there are recruitment problems associated with NVQ Assessors.

One of the most significant barriers to recruitment has been highlighted as the inability of the FE sector to match the salaries offered by schools and industry. This subsequently means that it becomes difficult for FE institutions to compete for the higher paid and higher qualified people in the labour market.

Future skills issues

In future, demographic changes including the ageing of the labour force will have an impact on recruitment across the UK Further Education workforce.

Information on the age profile of the college teaching staff shows that two thirds of staff were aged 40 and over (67%) and one fifth were aged 55 and over.

A 2002 FENTO report, Skills Foresight for Further Education, noted that the current age profile of teachers and the high dependency of colleges on part-time and casual teaching staff will have major implications on the sector's ability to respond to increasing learning demands.

Occupational groups affected

This skills issue affects teaching staff.

Skills level/skills area

Specific skills required include:

- subject specific knowledge and experience
- teaching and pedagogical skills

Evidence of skills needs

- Results from the 2006 LLUK Employer survey show that more than half of English employers (52%) indicated that they experienced difficulties in recruiting professional staff at level 4 and above.
- Applicants to professional roles were most likely to lack specialist professional, technical and practical skills, with 48% of English employers reporting skills shortages in this area. This includes subject specific skills and knowledge as well as teaching and pedagogical skills.
- English employers also reported internal skills gaps in their existing workforce with 40% indicating that their professional staff lacked specialist professional, technical and practical skills.
- More than half of English employers expected the demand for professional staff in FE colleges to increase over the next five to ten years (58%).
- A 2005 study Recruitment and Retention in the Post-16 Learning and Skills Sector by York Consulting in England found that surveyed colleges experienced hard to fill vacancies in the following areas:
 - Construction (13% of colleges)
 - Engineering (6%)
 - Business administration (5%)
 - Health and social care (5%)
 - ICT (4%).
- According to the survey participants, the most important reasons for hard to fill vacancies were poor terms and conditions (reported by 43% of affected institutions) and a low number of applicants with the required skills (42%). Other factors included competition from other employers, lack of relevant qualifications and lack of relevant experience.

What is already happening?

LLUK is undertaking a national campaign in England to attract workers within the construction and building services and engineering sectors to undertake Preparing to Teach in the Lifelong Learning Sector (PTLLS). This programme is intended to trial a method of identifying and upskilling new personnel to meet the identified subject shortage in this area.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Skills shortages and gaps for adult literacy, numeracy and ESOL staff

Overview/policy drivers

Reflecting the drive to improve the standards of literacy, language and numeracy of adults across the UK, employers report an increased demand for staff across the following areas:

- literacy
- numeracy
- ESOL

The 2006 Leitch Review of *Skills Prosperity for All in the Global Economy – World Class Skills* outlined a set of recommended targets for adult literacy and numeracy:

- 95% of adults to achieve the basic skills of functional literacy and numeracy by 2020
- More than 90% of adult to be qualified to at least Level 2 by 2020

The Leitch review recommendations update and extend many of the existing targets that have been identified in each of the four nations.

In 2001 the DfES published *Skills for Life: The National Strategy for Improving Literacy and Numeracy Skills* which outlined measures to improve the literacy and numeracy skills of a number of target groups including job seekers and other benefit claimants, young adults and those at risk of social exclusion. The strategy introduced a target to help 750,000 adults achieve national certificates by 2004. This was subsequently extended to 1.5 million adults by 2007 in the updated version of the strategy *Focus on Delivery* (DfES, 2003).

Occupational groups affected

The occupational groups affected are professionals and support staff. This includes:

- literacy and numeracy and ESOL teachers
- literacy and numeracy and ESOL tutors
- literacy and numeracy and ESOL trainers
- learning support assistants
- learners with learning difficulties or disabilities (LLDD) tutors

Skills level/skills area

The specific skills for teaching literacy, numeracy and ESOL include:

- teaching skills
- planning learning programmes
- assessing learning
- language awareness

Additionally employers and stakeholders report that there is a need to improve the overall levels of literacy and numeracy among existing staff.

Evidence of skills needs

- A 2004 annual survey of staff and recruitment shortages by the Association of Colleges in England found that 15.6% of teaching vacancies were for basic skills teachers. Significant vacancies (11% of all support staff vacancies) were also reported for basic skills learning support staff.
- A 2002 FENTO report *Skills Foresight for Further Education (England Supplement)* found that 43% of English HR managers reported difficulties in recruiting basic skills teaching staff. Approximately one in six were not able to fill the vacancies in their organisation at all. Likewise, more than two thirds of HR managers experienced difficulties in recruiting basic skills support staff, with 14% reporting significant difficulties in recruiting staff.

What is the current provision?

Higher Education

A number of Higher Education Institutions (HEIs) were delivering provision related to the training of teachers of adult literacy, numeracy and ESOL in 2004/05.

England had the largest volumes of learners, with 7,745 enrolments in 2004/05, an increase of 13% from the previous year.

Further Education

In 2004/05 a large amount of provision associated with the training of adult literacy, numeracy and ESOL teachers was being delivered in Further Education institutions. Analysis of learners shows that 14,546 learners were enrolled in England FE colleges.

What is already happening?

The LLUK Skills for Life programme is taking forward a wide range of work across the UK and across all of the lifelong learning constituencies, including:

- Collection of data on the Skills for Life workforce to identify the proportion of unqualified specialist Skills for Life staff
- Development of qualifications frameworks for teacher, tutor, trainer and learning support roles which support learners with language literacy and numeracy needs
- Support for the development of relevant qualifications
- Support for innovative approaches which encourage recruitment, flexible approaches to training and flexible approaches to qualified status
- Development of an Information and Advice Service for all with an interest in the professional development of the Skills for Life workforce

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Skills shortages and gaps for teaching and broader pedagogical skills

Overview/Policy Drivers

Employers report skills shortages and gaps for staff with teaching and broader pedagogical skills.

In 2002 the DfES published Success for All which outlined a strategy for raising standards in the further education and training sector in England. This included a requirement for all new further education lecturers to hold or register for initial teaching training qualifications (ITT) based on relevant occupational standards. This was followed in 2004 by Equipping Our Teachers for the Future the (DfES, 2004) which reported on progress to date. From September 2007, those undertaking ITT qualifications will be required to register on a new introductory teaching award and a further qualification appropriate to their role. Two statuses will be introduced to recognise the role of an 'Associate Teacher Learning and Skills' and 'Qualified Teacher Learning and Skills'.

Occupational groups affected

This skills issue predominantly affects teaching and learning support staff.

Specific occupations include:

- FE Lecturers
- tutors
- trainers

Skills level/skills area

The skills required are pedagogical skills in teaching and supporting learning. This includes:

- developing and using a range of teaching and learning techniques to engage and motivate learners
- planning teaching sessions which meet the needs of individual learners
- assessing the work of learners.
- reflective pedagogy
- integrating ICT in the planning and delivery of learning programmes

Employers also indicate that staff need to have the basic knowledge and diagnostic skills to identify learners with special or additional learning needs or disabilities. This includes being able to identify basic skills needs.

Evidence of skills needs

- A 2006 study, Monitoring and Planning the Volume of Initial Teacher Training in England, estimated that 80% of FE teachers held a teaching qualification sufficient to meet the requirements of Success for All in 2004/05 (LLUK, 2006). The level of attainment was lower for part-time FE teachers with an estimated 50% holding a sufficient teaching qualification.
- Regional differences were also evident with the North West having the highest proportion of its workforce holding teaching qualifications, whereas the East of England, East Midlands and Greater London had the smallest proportions.
- Employers and stakeholders report that there are specific skills issues associated with the use of specialist subject vocational staff, many of whom do not have teaching skills.

What is already happening?

- LLUK have recently published role descriptions and units of assessment on which new programmes for teacher education will be based.
- LLUK are testing and trialling the new qualifications with the Qualifications and Credit Framework (QCF) as they are developed. This will become a large scale pilot with the QCA from September 2007.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Demand for learner engagement skills

Overview/policy drivers

Employers report that staff in FE colleges will need enhanced learner engagement skills to meet the needs of an increasingly diverse learner population. This includes:

- younger learners aged 14-19
- adult learners
- learners from disadvantaged backgrounds

Younger learners

Recent policy initiatives have emphasised the role of Further Education colleges in improving the learning and participation among younger people.

In England the 14-19 Education and Skills White Paper (DfES 2005) prioritised literacy and numeracy for young people, introducing measures for teenagers who have not yet achieved these skills at level 2 by the age of 16.

The expansion of vocational provision for school pupils will require college teaching staff to develop new teaching skills, and also a better understanding of the increasing numbers of young people they find themselves teaching.

Adult learners

The importance of engaging adult learners in education and training is also highlighted in recent policy initiatives. In 2003, the Learning and Skills Council in England published Successful Participation for All: Widening Adult Participation which outlined a strategy to engaged adults learners from all social backgrounds in the learning and skills development, with a particular emphasis on individuals and communities currently under-represented in learning.

Occupational groups affected

This skills issue affects all staff who have direct contact with learners.

Skills levels/skills area

The skills required are:

- identifying learner needs and learning styles
- engaging learners
- supporting learners

Skills that specifically apply to the teaching and supporting of younger learners include:

- behaviour management
- classroom management
- knowledge of child and teenage development

Staff also require more general skills including communication skills, language skills, bilingual skills, workforce diversity awareness and disability awareness.

Evidence of skills needs

- Findings from the 2006 LLUK Employer survey indicated that 32% of English employers felt that their existing professional and learning support and technical staff lacked transferable skills including communication and language skills. Between 21% and 32% of English employers reported that their current management staff lacked transferable skills.
- One quarter of English employers also reported that applicants to professional roles lacked transferable skills.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Demand for management, leadership and employer engagement skills

Overview/policy drivers

Employers report an increased demand for management, leadership and employer engagement skills.

Management and leadership

In future a range of collaborative business models for FE colleges will emerge, focusing on provision for young people aged 14-19 (with schools and the Children's Workforce Network), for adult workforce development (with employers), for HE delivered in FE colleges (with HEIs) and for tackling social exclusion (with the Community, Learning and Development constituency). This will have implications for the FE workforce who will be required to develop effective partnership working skills and business skills.

Employers and stakeholders also report difficulties in recruiting staff to management positions who possess the range of skills required for this role. This includes knowledge and experience of Further Education as well as business skills and experience. Additionally, the ageing of the FE labour force, means that a significant proportion of management staff will be retiring within the next five years.

Employer engagement

An emerging issue for the Further Education workforce is a growing emphasis on employer engagement.

The 2006 Leitch Review of *Skills Prosperity for All in the Global Economy – World Class Skills* stressed the importance of employer engagement to drive increased attainment at each skills level as well as the better use of skills. The review outlined a number of developments that provide incentives for closer working with employers such as the strengthened focus skills and employability and the need for greater specialisation by colleges. It goes on to state that the Review's recommendations 'will enable a more direct and productive relationship between FE colleges, providers and employers with greater institutional autonomy and the potential for improved 'business to business' collaboration. The Leitch Review also recommended expanding brokerage services for both small and large employers as part of a package to improve employer engagement.

Occupational groups affected

This skills needs for management and leadership skills affects management staff as well as professional and learning support staff.

The skills needs for employer engagement affect all staff but to varying degrees depending on the type of provider.

Skills levels/skills area

- leadership skills
- partnership working skills
- employer engagement skills
- business skills
- marketing skills
- change management
- organisational change skills
- succession planning
- bid writing
- policy response writing

The skills needs are predominantly at level 4 and above.

Evidence of skills needs

- Findings from a 2006 study undertaken by the Association of Colleges in England showed that 62% of respondent colleges currently had vacancies for management staff.
- Results from the 2006 LLUK Employers survey showed that the vast majority of English employers were very satisfied with the skills and competences of their existing management staff.
- Between 21% and 32% of English employers reported that their existing management staff lacked transferable skills including communication and bilingual skills.

What is the current provision?

- Employers in England reported that their management staff undertook their continuing professional development activities through the following sources:
 - Higher Education: 8%-10% of employers
 - in house training: 23%-27% of employers
 - external training provider: 13%-14% of employers
 - various sources: 43%-44% of employers
- Approximately half of English employers report that they made a large investment in the education and training of their existing management staff. Between 26% and 27% of English employers reported making either a small or no investment in the education and training of their management staff.
- Analysis of inspection grades assigned to FE providers in England showed that the leadership and management of nearly 94% of providers were rated as satisfactory or better, covering over 96% of enrolments in 2004/04. Only 18 providers out of 294 providers obtained a grade of unsatisfactory or poor over the five year period. They represented just over 6% of enrolments in 2003/04 and less than 4% in 2004/05.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Future demand for learning, support and technical staff

Overview/policy drivers

Employers identify a future demand for learning support and technical staff.

The increase in the demand for support staff reflects a number of factors. This includes new methods of teaching, including e-learning, which have resulted in more trainers, instructors and learning facilitators who work directly with students on a day to day basis. At the same time new modes of delivery including a shift away from classroom delivery to workplace and delivery learning have also contributed to a demand for such staff. Specific initiatives, such as Train to Gain in England, and the sector requirement to double apprenticeships by 2010 outlined in the 2006 Leitch Review of Skills will also result in a marked increase in demand for the assessor/deliverer role.

Additionally a growing demand for support staff is linked to an increase in the number of learners requiring various levels of support including learners with disabilities.

There are also specific recruitment difficulties associated with certain types of support staff including IT technicians and guidance workers due to an inability to compete with the salaries offered in the private sector and wider public sector.

Changes to the role of technical staff mean that staff are now directly interfacing with the learner as well as supporting aspects of the learning programme such as project and assignment work. This has implications for the training requirements of these staff.

Occupational groups affected

This skills issue affects learning support and technical staff.

Evidence of skills needs

- Findings from the 2006 LUK Employer survey show that two thirds of English employers expect the demand for learning support and technical staff to increase over the next five to ten years.
- The survey also showed that some employers were already experiencing recruitment difficulties. Almost a third of English employers (31%) reported problems in recruiting learning support and technical staff with professional, technical and practical skills including teaching skills and subject specific knowledge. Approximately one fifth of English employers indicated that applicants for learning support and technical staff lacked transferable skills including communication and bilingual skills.
- A 2006 Learning and Skills Network (LSN) report, An Investigation into the Roles of Learning Support Workers in the Learning and Skills Sector, found that 71% of FE employers indicated that there had been an increase in the number of learning support staff in their organisation. Many respondents indicated that the growth reflected was due to an increase in learners requiring various levels of support including learners with disabilities.

What is the current provision?

Higher Education

A small amount of provision in Higher Education institutions (HEIs) was identified as relevant to support professionals in the lifelong learning workforce.

In 2004/05 there were 1,640 learners enrolled in English HEIs, of which the majority were foundation degrees delivered by a network of 13 higher education institutions.

Further Education

A small amount of provision in Further Education institutions was identified as specifically related to supporting learning. In 2004/05 England had the largest volumes of provision, with 12,457 learners enrolled on learning support related provision in English FE institutions.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Regional skills issues

The comments below were identified during regional consultation events which have taken place during Stage 3 of the SSA in England. This list is not exhaustive as meetings were not held in every region with all employer groups.

Subject specific skills shortages for FE lecturers

East Midlands	Employers in the East Midlands indicated that they experienced particular difficulties in recruiting construction, engineering and health and social care staff. In addition, employers reported difficulties in recruiting higher level IT based creative staff e.g. games development.
East of England	Employers in the East of England reported recruitment shortages in construction, engineering and specialist ICT roles; Other areas affected by recruitment shortages were specialist land-based subjects e.g. veterinary nursing, animal care.
North West	Employers in the North West reported shortages for hair and beauty vocational tutors and management tutors.
South East	Employers in the South East reported recruitment shortages for business development unit managers. Some employers in the South East reported particular recruitment shortages for carpentry, electrical and refrigeration, gas installation. They also reported shortages for early years and childcare staff.
Yorkshire and Humberside	Employers in Yorkshire and Humberside reported particular recruitment shortages for construction, pure science and art and design.

Skills shortages for Adult Literacy & Numeracy and ESOL teaching and support staff

East of England	Employers in the East of England reported specific shortages for learning support assistants and specialist tutors for students with learning difficulties and/or disabilities (LLDD). They also indicated that the shortage of numeracy teachers was critical and that numeracy teacher training was limited.
North West	Employers in the North West indicated that recruitment difficulties were for literacy and numeracy specialists.
South East	Employers in the South East reported specific literacy and numeracy skills shortages in agricultural colleges and on other vocational courses. They also indicated that skills shortages were most pronounced for numeracy staff. They also reported a shortage of language skills among teachers. They also reported a lack of staff qualified to level 4. One stakeholder in the South East region reported that there is an increasing need for continuing professional development to update the workforce to respond to national reforms and local priorities e.g. 14-19, embedded literacy and numeracy).
Yorkshire and Humberside	Employers reported particular difficulties in recruiting people to become numeracy staff. They also indicated that many teaching staff were not qualified to level 4.

Skills shortages and gaps for teaching and pedagogical skills

North West	Employers in the North West reported skills needs for a better knowledge and application of technology among FE practitioners.
South East	Employers in the South East reported skills gaps for ICT and e-learning skills in delivering learning.

Yorkshire and Humberside	Employers in Yorkshire and Humberside identified assessing learning as a skills gap. Additional skills gaps included questioning techniques and language awareness, lesson planning and e-learning.
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Demand for management, leadership and employer engagement skills

East of England	Employers in the East of England reported a need for more structured and focused training for middle managers.
North West	Employers in the North West emphasised the importance of programme leadership including motivational and coaching skills change management skills including succession planning and business related skills including increased efficiency in shared use of resources across FE colleges.
South East	Employers in the South East reported that there was a shortage of good business development network or unit managers with the right skills sets and knowledge. Other skills needs identified included marketing skills and developing an awareness of what is happening in the local area in the business environment. Employers also reported that there was a shortage of Business Development Unit Managers
West Midlands	Employers in the West Midlands identified skills needs relating to understanding and advocating the place of colleges in local partnerships and risk evaluation including working with others on meeting PSA targets. Future skills needs identified included auditing and developing quality assurance processes relating to Train to Gain.
Yorkshire and Humberside	Employers in Yorkshire and Humberside emphasised the importance of change management skills and sales and marketing skills.

Future demand for learning support and technical staff

East of England	Employers in the East of England reported that there were problems with retaining and progressing good ICT support staff. They also stated that ICT support staff required customer service skills, learner focused skills and progression into teaching and teaching roles.
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ANNEX E: ENGLAND HIGHER EDUCATION GAP ANALYSIS CONSULTATION PAPERS

Skills issues for the Higher Education workforce

LLUK has identified the following skills issues for the Higher Education workforce.

- skills requirements relating to leadership and management
- skills gaps for technical staff
- current and future shortages for skilled academic staff.
- skills requirements in meeting the needs of a diverse range of learners

This document briefly describes the characteristics of the HE workforce and then outlines the four skills issues identified for the HE workforce.

Profile of the Higher Education (HE) workforce

- The economic importance of the HE sector is significant, with an income of £16.87 billion a year in 2003/04, gross export earnings of £3.6 billion and employing 1.2% of the total UK workforce.
- The most recent estimates for the total UK HE workforce ranged from 340,000 in December 2004 to almost 420,000 in 2005 (Higher Education Statistics Agency (HESA) and Labour Force Survey (LFS) respectively). As many as 82% of these worked in England, with 11% in Scotland, 5% in Wales and 2% in Northern Ireland.
- Overall the workforce was made up of 53% females and 47% males. Females made up a greater proportion of non-academic staff (63%) while males comprised 59% of academic staff.
- The age distribution of the HE workforce across the UK was broadly similar to the distribution of the working age population as a whole. The main difference is that females were notably more prevalent than males at the younger age bands (under 30), while males were more prevalent at the older ages (60 and over).
- Academic professional occupations comprised more than half the workforce, followed by administrative and secretarial occupations.
- The HE workforce overall is highly qualified, particularly with regard to managers and academic staff. The considerable majority (75%) of the HE workforce were qualified to NQF level 4 or 5, with only 1% qualified to level 3 and 1% qualified to level 2.
- Academic professionals are the most highly-qualified of the UK HE workforce with roughly two thirds (66%) holding a level 5 qualification and another 16% qualified to level 4.
- The second most highly qualified element of the UK HE workforce were non-academic professionals with 67% qualified to either level 4 or 5 followed by managers with 66% qualified to this level. Just under half (46%) of technicians were qualified to either level 4 or 5.

Skills requirements relating to leadership and management skills

Overview/policy drivers

Employers identified a workforce development need for leadership and management and employer engagement skills.

In Higher Education the demands and challenges of operating in an increasingly internationalised market will require real institutional strengths in leadership, governance and management. This was highlighted in the 2003 White Paper for England *The Future of Higher Education* which said that 'both mission and collaboration are challenges that will demand outstanding management and leadership' (DfES, 2003).

The 2003 White Paper for England called for strengthened relationships between higher education institutions and business in delivering excellence in teaching, learning and research. Staff will require the skills to build strong relationships with business and to support knowledge transfer between businesses and HEIs.

In the English regions, universities have a key leadership role and are often involved in community capacity building and economic and social regeneration. Higher education's contribution to regional development very much depends on forging partnerships between institutions in each region and the RDA – as well as other partners involved in regional skills, business and economic development.

These changes have implications for the Higher Education workforce. Although the demand for leaders and managers is likely to remain the same in the future, leadership will become more distributed and will require the development of leadership skills throughout the workforce. Staff will also require skills to build strong and purposeful partnerships, with further education and with others, to support the best teaching, research management and knowledge transfer.

Employer engagement

An emerging issue for the Higher Education workforce is the demand for more effective partnerships between HE institutions and employers. This was highlighted in the 2006 *Leitch Review of Skills* which emphasised the need for Higher Education institutions to improve employer engagement and increase workforce development. The review recommended that HE institutions undertake a rebalancing of their priorities to make available relevant, flexible and responsive provision that meets the high skills needs of employers and their staff'.

Occupational groups affected

This skills gap predominantly affects management staff but there is also an emphasis on developing the leadership and management skills of all staff who demonstrate potential in this area.

Skills level/skills area

Skills needs for management staff include:

- accountancy and capital investment skills
- performance management
- income generation skills (recruiting international students, winning bids)
- sales and marketing
- employer engagement
- managing external stakeholders

Skills needs for academic staff include:

- budget management skills
- employer engagement skills

Skills needs for support and technical staff include:

- supervisory management skills
- infrastructure management skills

Skills needs for manual staff include:

- supervisory management skills

Evidence of skills needs

- Employers reported difficulties in recruiting management staff at level 4.
- Management staff in the East of England and Yorkshire and the Humber were less likely to have level 4 qualifications.
- Employers indicated that attitudes towards staff development and the availability of training may vary between post-92 universities and pre-92 universities. It was argued that the emphasis of training and development in pre-92 universities was focused on academic training in specialist subject areas.
- One employer indicated that the skills requirements relating to management staff are not as much of an issue in 'post-92' universities as their management structure differs from that in 'pre-92' universities. The latter usually involves professional rotation for roles, post-92 management structures are usually based on competencies.
- Two employers indicated that the professional departmental administrator is now a professional manager leaving the Head of Department to be an academic manager. Many of those in the professional manager roles might have an MBA, AUA Post Grad Certificate other qualifications.

What is the current provision?

- There are few management qualifications that specifically focus on HE. In 2004/2005, five English HEIs were offering management qualifications specifically designed for working in HE. The programmes identified included:
 - Post Graduate Certificate in Higher Education Management
 - Higher Education Management – Masters of Business Administration
 - Doctor of Business Administration in Higher Education Management
- Results from the 2006 LLUK Employer survey showed that over a quarter of employers in England reported that management staff undertook their further education and training in HE institutions.
- More than half of employers in England reported that they made a large or very large investment in the education and training of their management staff. Slightly over one third of employers indicated that they made a small level of investment in the education and training of their management staff.

What is already happening?

The Leadership Foundation for HE was launched in March 2004. It seeks to offer world-class development in governance, leadership and management to current and future leaders within HEIs.

Change Academy was introduced in the UK in 2004 by the Higher Education Academy with the support of the Leadership Foundation for Higher Education. It is a team-based process for institutions and individuals to develop skills in managing and planning for change, while at the same time developing strategic change projects for their institutions.

The Higher Education Innovation Fund (HEIF) helps to support professional development for those working with the business and community sectors.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Skills gaps for technical staff

Overview/policy drivers

The 2003 Higher Education White Paper for England placed a strong emphasis on the role of research in fostering improvements in economic growth, productivity and quality of life. Associated with this is a need for skilled technical staff to support the role of research in Higher Education Institutions (HEIs).

Employers identified a current skills gap for technical staff working in HEIs.

According to a recent HEFCE report (2004) the role of technician in English HEIs has changed considerably over the last five to ten years. The development of new technologies, concomitant changes in the nature of scientific research, and rising pressures on the funding and research performance of universities have all had an impact on the role of technicians within HE. The outsourcing of technical support services, increased automation and computerisation have impacted further on the organisation and nature of technical support roles.

Occupational groups affected

This issue affects those employed as technicians and in other technical support roles. This includes:

- laboratory technicians
- engineering technicians
- IT technicians
- medical technicians
- building technicians
- learning technologists
- multi-media technicians

Skills level/skills area

The main skills required are specialist technical skills and practical skills including IT skills followed by general skills including communication skills, project management, teaching and coaching skills.

Employers also note that technical and support staff are increasingly moving into teaching roles and require teaching, learning and pedagogical skills.

The skills gap for technical staff is at level 4.

Evidence of skills needs

- Findings from the 2006 LLUK Employer survey show that 44% of employers in England reported that their existing support and technical staff lacked professional/technical and practical skills. This includes subject specific knowledge and experience and teaching skills.
- Just under a quarter of employers in England (24%) indicated that their support and technical staff lacked transferable skills. This includes communication skills and bilingual skills.
- The Royal Society Report (1998) identified five support skills that were of concern across the UK:
 - in house training (18%-22%)
 - specialist design and manual skills to build research equipment not commercially available.
 - advanced technical skills required to operate and maintain large complex pieces of equipment
 - knowledge of local set up
 - ability to evaluate products and services (intelligent customer)
 - effective lab management and safety
- The perception among representatives of technicians in England is that there is a growing, but largely unmet demand for specific, practically oriented, formal training opportunities (HEFCE, 2004).
- A 2006 survey of HEI technicians in the UK identified the following generic training requirements:

- coaching others
- managing projects
- time management skills
- teaching or demonstrating skills
- staff/team management
- The survey also showed that 75% of technicians would be interested in undertaking a nationally recognised qualification for all technical staff.

What is the current provision?

- There is currently no specialist qualification for technicians working in the Higher Education sector. Technicians possess a range of qualification backgrounds in specific subject areas.
- There is no standard recruitment or developmental path into highly skilled technical roles. Staff may advance through university technical grades, some are recruited from outside the sector to fulfil specific skills posts, and others may switch from academic into technical support roles.

What is already happening?

Higher Education and Technicians Educational Development (HEaTED) is a project funded by the Leadership Foundation for all technical and specialist research and teaching activity.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Current and future shortages in suitably qualified academic staff

Overview/policy drivers

Current skills issues

There are a number of existing skills shortages in specific subject areas in the Higher Education sector. This includes:

- business and management
- IT
- economics
- electronics
- law
- medicine
- teacher education (FE and HE)

Many of these are occupations which are in strong demand in the private sector and broader public sector. In addition, the market for skilled academic staff is becoming increasingly internationalised and HEIs face strong competition from institutions abroad in attracting skilled professionals.

Future skills issues

The demand for academic staff in HEIs is projected to increase over the next five to ten years. According to projections outlined by HEFCE (2006) the number of academic staff recruited to HEIs in the UK could rise by as much as 25% between 2004 and 2011. One of the factors contributing to the increase is the target to increase HE participation in English HEIs to 50% in 2011 outlined in the 2003 HE White Paper for England.

The subject areas which may require the largest growth in academic staff are:

- medicine
- biological sciences
- engineering
- social policy

Occupational groups affected

Lecturers, research staff, other academic and teaching professionals.

Skills level/skills area

The skills required are specialist professional and technical skills followed by more general skills including communication skills. All skills needs are at level 4.

Evidence of skills needs

- Projections indicated that the number of academic staff is likely to increase by 25% during 2004-2011.
- Regional differences were evident in qualifications levels with academic staff in London, West Midlands and Yorkshire and Humber less likely to have attained level 4 or above qualifications.
- The vast majority of HE employers (86%) reported that they were very satisfied or satisfied with the quality of their new academic professional recruits.

What is the current provision

- During 1995-2004 the number of staff in engineering and related subjects fell by 13% while the number of chemistry staff fell by 11%.

- A 2004 survey of clinical academic staffing levels in UK medical and dentistry schools showed that the numbers of clinical lecturers have declined by 17% since 2003. The number of clinical academics at senior levels has remained unchanged.
- In dentistry the number of clinical academics has declined in all clinical academic grades.
- Learners enrolled on HE courses were very satisfied with the quality of provision, with an overall satisfaction rating of 4 out of 5. Learners were most satisfied with the quality of teaching, followed by the learning resources, the level of support provided to learners and organisation and management. HE learners were least satisfied with the assessment and feedback on their course, though the overall rating was still high.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else that we need to know about this issue?

Skills requirements in meeting the needs of a diverse range of learners.

Overview/policy drivers

Employers reported that staff in HE institutions will need enhanced learner engagement skills to meet the needs of an increasingly diverse learner population. This reflects the focus on widening participation and tackling social exclusion.

In England, the Future of Higher Education White Paper (DfES 2003) outlines a target to increase participation in HE to 50% by 2010. This was set alongside other key widening access and participation initiatives such as the Aim Higher scheme, which aims to widen participation particularly among students from non-traditional backgrounds. This included:

- learners with disabilities
- learners from under-represented minority ethnic backgrounds
- learners from poorer socio-economic backgrounds

Widening participation in HE will have a number of implications for the HE workforce. There will be a greater emphasis on facilitating and enabling independent learning, with staff required to identify learners' different learning styles and meet the needs of a more diverse student body.

Widening participation in HE will require staff who can support learning in community and employment settings and may involve collaboration with work based learning and community, learning and development providers.

Occupational groups affected

This skills issue particularly affects those who provide support to learners but also extends to all those in management, academic, support, technical and administrative roles who have direct contact with learners.

Skills levels/Skills area

The skills required are:

- identifying learner needs
- engaging learners
- supporting learners

Staff also require more general skills including communication skills, bilingual skills, workforce diversity awareness and disability awareness.

Evidence of skills needs

- Approximately one third of employers in England reported that their current academic professional and administrative staff lacked transferable skills including communication skills. These skills were also lacking in between 23% and 26% of management and support and technical staff, according to English HE employers.

What is the current provision?

- More than half of employers in England reported that they made a large or very large investment in the education and training of their staff. Employers in England were most likely to make a large investment in their academic staff, support and technical staff and administrative staff and least likely to make a large investment in their manual staff.
- Under a third of employers in England reported that management staff undertook their further education and training in HEIs while 43% of employers reported that management staff undertook their training through a variety of sources.
- Employers in England reported that academic staff were most likely to undertake further education and training in HEIs (40%).

- Almost half of employers in England reported that manual staff undertook further education and training in house (53%) while 43% reported that administrative staff undertook further education and training in house.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Additional skills issues

Higher Education employers and stakeholders reported that technical and learning support staff, administrative staff and manual staff all have skills needs relating to ICT.

A number of employers and stakeholders who participated in the market testing phase identified skills needs relating to teaching and pedagogical skills.

The comments below were identified during regional consultation events which have taken place during Stage 3 of the SSA in England. This list is not exhaustive as meetings were not held in every region with all employer groups.

Regional skills issues**Skills requirements relating to leadership and management**

East Midlands	Employers in the East Midlands identified skills needs for talent and succession management, performance management and income generating skills. Skills needs were also identified relating to winning bids, attracting international students, employer engagement and sales and marketing. Employers also reported that the skills needs particularly affected middle management staff and those aspiring to senior management roles.
South East	Employers in the South East indicated that management staff and academic staff required communication skills and presentation skills. They also stated that younger academic staff required report writing skills and budget management skills.

Skills gaps for technical staff

East of England	Employers in the East of England indicated that technical staff required 'soft' skills including customer relations. They also report that technical staff had different levels of training needs in their specialist area.
North West	Employers in the North West reported skills gaps for building technicians, learning technologists and multi-media technicians. Employers in the North West indicated that there were issues associated with the retention of technicians.
South East	Employers in the South East identified that many support staff required basic skills training including ESOL training.

Current and future shortages for skilled academic staff

North West	Employers in the North West identified a potential future skills shortage for accountancy and law academic staff.
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ANNEX F: ENGLAND LIBRARIES ARCHIVES AND INFORMATION SERVICES GAP ANALYSIS CONSULTATION PAPERS

Skills issues for the Libraries, Archives and Information services workforce

LLUK have identified the following skills issues for the Libraries, Archives and Information services (LAIS) workforce (not in priority order).

- skills gaps for customer engagement skills
- skills gaps for management and leadership skills
- future demand for professionals with specific LAIS technical skills

Cross cutting issues

Employers and stakeholders emphasised the need for the workforce to be 'agile' and be able to operate successfully in a variety of different organisational settings.

Profile of the Libraries, Archives and Information Services (LAIS) workforce

There is no comprehensive source of information on the Libraries, Archives and Information services workforce as a whole. However, various information sources provide some information on the size and characteristics of different components of the libraries, archives and information services workforce.

In 2006, the Chartered Institute of Library and Information Professionals (CILIP) had 23,000 members. It is estimated that CILIP members comprised approximately one quarter of the total libraries workforce. Extrapolating from these findings, therefore, gives a total libraries workforce estimate of 100,000 staff.

A breakdown of CILIP members showed that 23% worked in public libraries, 12% in universities, 8% in schools, 7% in industry and commerce, 6% in colleges of education (including both FE and HE) and 5% in government departments.

In 2006, 72% of CILIP members were of white ethnicity. People of Indian, Chinese and black ethnicity comprised one percent of members respectively. Ethnicity was not known for 25% of CILIP members.

More than three quarters of CILIP members were female (76%).

According to a survey of library staff employed by local authorities in England and Wales, the majority of staff work part-time.

It is difficult to obtain comprehensive estimates on the size of the archives and records management workforce. In 2006, the Society of Archivists had approximately 2000 members. However, this provides only partial coverage of the total archives workforce. LLUK will be undertaking scoping work in 2007 to identify the information needs for the archives workforce.

Skills gaps for ICT skills

Overview/policy drivers

Technology is having a major influence in the LAIS constituency, particularly ICT, digitisation and remote access to services. At the same time, technological change has brought with it higher expectations on the part of many users of information services – they anticipate that the latest and most complex technology will be available and used to deliver services. Users also expect that LAIS staff will be highly skilled in the use of ICT and able to provide advice and guidance on its use.

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

Occupational groups affected

This skills gap affects all management, professional, paraprofessional and administrative staff.

Skills level/skills area

Employers and stakeholders identified the following specific skills needs:

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

One employer identified a number of specific skills needs for archivists including digitisation; retrospective conversion; CALM cataloguing and image capture software; advanced image capture, including digital photography, scanning and use of Adobe Photoshop to enhance images; website development; and e-learning.

Evidence of skills needs

- A 2003 isNTO report Skills Foresight into the Information Services Sector found that just two fifths of employers felt that their current staff had the ICT skills necessary to meet the future skills needs.
- The study also found that extensive ICT training had been undertaken within organisations. Future ICT training needs were identified as staff keeping abreast of changing technology and upskilling to undertake more complex tasks in response to more sophisticated demands from customers.
- The 2003 report found that employers were divided in their approach to addressing ICT skills.
 - 28% of employers stated that ICT skills gaps should be met by training existing staff
 - 18% indicated that new staff should be recruited
 - 17% reported that the skills need should be met by outsourcing to consultants

What is the current provision?

- Almost three in ten English employers (29%) were dissatisfied with the professional development activities undertaken by their professional staff. Just over one quarter (27%) were dissatisfied with the professional development activities undertaken by paraprofessional staff.

- More than one third of English employers reported that their paraprofessional staff undertook their further education and training in house, while a further third indicated that a variety of sources were used.
- Just under one fifth of English employers indicated that their professional staff undertook their continuing professional development activities in house, 19% reported that they accessed an external training supplier and 44% reported that a variety of sources were used.
- Approximately half of English employers reported that they made a large or very large investment in the education and training of their professional and paraprofessional staff.

What is already happening?

The Chartered Institute of Library and Information Professionals (CILIP) Revalidation Scheme offers formal recognition of the CPD required to maintain professional knowledge and expertise.

The Society of Archivists (SoA) is developing its own CPD scheme.

ECDL/e-skills passport

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?
3. Should ICT skills be taught as part of initial training or through continuing professional development?
4. Can you differentiate between different levels of ICT skills i.e. basic ICT skills and more advanced contextualised ICT skills?
5. As employers, how do you think this issue should be addressed?

Skills gaps for customer engagement skills

Overview/policy drivers

Employers reported skills gaps for customer engagement skills.

The 2004 report of the Archives Taskforce in *England, Listening to the Past, Speaking to the Future*, stressed the importance of reaching out to new user groups who are not currently engaged with the sector. It also emphasised the role of archives in supporting and enhancing teaching and learning.

A 2005 report in England *Barriers to Entering Careers in Museums, Libraries and Archives* identified a number of groups who were currently under-represented in the LAIS workforce including people from minority ethnic groups. It went on to recommend that the sector develop targeted strategies in order to attract more postgraduates and undergraduates from minority ethnic groups to enter careers in libraries, museums and archives professions (Zebra Square Limited, 2005).

At the same time, there is a move towards public library services becoming community learning hubs, or one stop communities in accessing services and support. This has implications for staff who will need to be trained in supporting users who access these services.

Employers and stakeholders report that staff in Higher Education libraries are increasingly moving towards a teaching or tutor role and that this has implications for the skills needs of the workforce.

These changes have a number of implications for the LAIS workforce. Staff will increasingly need to draw on a wider range of skills in order to establish user needs and provide support, advice and guidance to users. The workforce will need good customer engagement skills including an understanding and ability to work with people from different backgrounds and age groups.

Occupational groups affected

This skills gap affects all staff.

Skills level/skills area

Customer engagement skills such as the ability to identify learner needs and to support learning.

Specific skills include:

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

Employers also noted that staff require specific skills relating to online customer engagement.

Evidence of skills needs

- Findings from the LLUK employer survey (2006) showed that between 23% of English employers reported that applicants for paraprofessional roles lacked transferable skills including communication skills and bilingual skills. Just under one fifth of English employers reported that applicants for professional roles lacked these skills (17%).
- Approximately one in ten English employers reported that applicants for professional and paraprofessional roles lacked employability skills including customer engagement skills.
- Skills gaps were also evident with one third of English employers reporting that their existing professional staff lacked transferable skills including communication and bilingual skills.
- 12% of English employers felt that their current professional and paraprofessional staff lacked employability skills including customer engagement.

- Findings from the LLUK employer survey (2006) showed that the vast majority of English employers expected the demand for transferable skills including communication skills, language skills, customer-service skills and problem solving skills to increase over the next five to ten years.
- The 2003 isNTO report found that less than half of employers (44%) felt that their existing staff had the skills required in order to meet the future need for customer care skills. An earlier isNTO report (2000) report found that just 34% of employers believed that existing staff had the necessary customer care skills.
- The 2003 isNTO report found that more than half of employers felt that the skills gap for customer care skills should be addressed by training existing staff. Only one fifth of employers believed that new staff should be recruited to address the skills gap.

What is the current provision?

- Current pathways into professional roles in the sector are typically a first degree and then a post-graduate qualification in archives management for archivists and for librarians either a first degree in library and information management or a first degree in an academic discipline followed by a post-graduate qualification in library and information management.
- Qualification opportunities for paraprofessional staff are currently limited to the libraries career pathway and are essentially work-based vocational qualifications.
- In 2004/05, there were 439 enrolees on LAIS related provision in Further Education colleges in England and Wales and 14 enrolees on courses delivered by Work Based Learning Providers. The majority of learners were enrolled on an NVQ in Information and Library Services. The number of enrolees on LAIS course in Further Education colleges dropped by one third during 2003/04 and 2004/05.

Continuing professional development

English employers reported that their existing staff accessed their continuing professional development through a range of sources:

- management staff (11% to 17% in house, 7% to 18% external training provider, 38% to 43% various sources)
- professional staff (19% in house, 19% external training provider, 44% various sources)
- paraprofessional staff (38% in house, 35% various sources)
- administrative staff (55% in house, 11% local authority, 17% various)

More than a quarter of English employers reported that they were dissatisfied with the continuing professional development activities undertaken by their professional and paraprofessional staff.

A small proportion (15%) of English employers were dissatisfied with the further education and training undertaken by their administrative staff and 9%-10% of English employers were dissatisfied with the further education and training undertaken by their management staff.

What is already happening?

The Chartered Institute of Library and Information Professionals (CILIP) Revalidation Scheme.

The Society of Archivists (SoA) is currently developing its own CPD scheme.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?
3. At what skills level are the skills needed?
4. The skills gap for customer care skills is closely interlinked with the skills gap for ICT skills. Should staff be trained separately in each of these skills or should the training be combined to include both skills?

Skills gaps for management and leadership skills

Overview/policy drivers

Employers reported skills gaps for management and leadership skills.

In England, the Department of Culture, Media and Sport 2003 report *Framework for the Future* identified some of the challenges facing the sector. A generation of leaders recruited into the library profession thirty or more years ago is due to retire within the next few years. Developing a new generation of library leaders fully trained in business management and marketing skills is thus an urgent priority.

The report emphasised devising workforce development and leadership plans for the library service, the creation of a national leadership programme and creating a fundraising and business development capacity to explore opportunities for raising external funds from foundations and private sponsors.

Occupational groups affected

This skills gap affects management staff.

Skills level/skills area

- strategic leadership
- project management
- financial management
- bid writing/Fund raising
- promotional skills and marketing
- library and archives management
- entrepreneurship and innovation
- performance management
- contract management and procurement skills
- skills in engagement and partnership working
- community liaison skills
- succession planning
- coaching and mentoring
- conflict management
- advocacy and team working

Evidence of skills needs

- Findings from the 2006 LLUK employer survey showed that between 12% and 15% of English LAIS employers were dissatisfied with the skills and competences of their current management staff.
- Between 9% and 11% of English employers were dissatisfied with the further education and training undertaken by their current management staff.
- An earlier 2003 isNTO study found that between 44% and 46% of employers felt that existing management staff had the required skills to meet the future skills needs.
- The 2003 isNTO study found that more than half of employers believed that skills gaps for management skills should be addressed by training existing management staff.

What is the current provision?

- English employers reported that staff in management roles undertook their professional development activities through a range of sources including local authorities, external training providers as well as in house.

- Over one third of English employers reported that they made either a small or no investment in the further education and training of their management staff. Between 43% and 53% of employers indicated that they made a large or very large investment in the further education and training of their management staff.
- Employers and stakeholders emphasised the need for management training to be contextualised to the particular employment setting.

What is already happening?

The Museums, Libraries and Archives Council (MLA) Leading Archives and Museums leadership programme.

The Chartered Institute of Library and Information Professionals (CILIP) Revalidation Scheme

The Society of Archivists (SoA) is currently developing its own CPD scheme.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?
3. The skills needs for management and leadership skills are closely interlinked with the skills for ICT and customer care skills?
4. How should these skills needs be addressed?

Future demand for professionals with specific LAIS technical skills

Overview/policy drivers

It might be assumed that in the area of skills specific to the workforce there would not be evidence of skills gaps and deficiencies. However, skills fade and the lack of adequate and consistent updating by individuals of their specialist skills are factors which concern employers. Increasingly, many of the specialist tasks undertaken by the workforce are impacted upon by developments in ICT, especially now the development of information content, rather than systems and hardware. Skills updating therefore needs to take account of the impact of technology and include the evolution of traditional skills into new (electronic) versions of these skills which are necessary to cope with new media and information formats. It is therefore virtually impossible to separate these skills from some level of ICT user skills. Employers stated that these skills gaps were predominantly at level 4 and above.

Associated with this area of skills, in particular, are issues of recruitment into the workforce and the average age of the workforce. Employers reported difficulties in recruiting skilled applicants for a number of professional roles in the workforce. A survey carried out by the MLA in 2005 found that nearly one third of library staff in England will retire in the next 10 years. The MLA report found that a number of library authorities were already feeling the effects of demographic change, with 59% reporting that they were already experiencing difficulties in filling vacancies. The MLA report suggested that around 10,800 new recruits to the workforce in England alone would be needed by 2010. The problem was likely to be particularly acute for the recruitment of staff into professional roles.

Stakeholders within the archives workforce indicated that there is an important generational aspect to these issues. This is because there are few people currently undertaking the traditional archives skills that continue to be required by the archives workforce. While this is not currently an issue for the workforce, in five to ten years many older staff with these skills will be leaving the workforce and there will be few people with these specific skills to replace them.

Employers across the UK also reported difficulties in attracting skilled professionals due to the poor public image of the sector.

Occupational groups affected

This skills gap particularly affects professional and paraprofessionals but also affects management staff.

Specific occupations include:

- librarians
- archivists
- information officers
- archives conservators
- records managers
- researchers
- teacher librarians
- school libraries
- intellectual property managers
- knowledge management professionals
- archives assistants
- library assistants
- information assistants

Skills levels/skills area

The skills required are those which are traditionally associated with libraries, archives, records, knowledge and information management and including the updated (electronic) versions of these skills which are necessary to cope with new media and information formats.

Specific skills include:

- cataloguing and indexing
- collection management
- conservation and preservation
- information retrieval
- information management
- knowledge management
- content and document management

In addition, there is an evolving need for skills related to the management of digital information. These skills draw on traditional libraries, archives and information services skills within a more modern context.

Skills gaps are predominantly at level 4 and above.

Evidence of skills needs

- Four in ten English LAIS employers reported that applicants to professional roles lacked specialist technical and professional skills, while 26% of employers felt that paraprofessionals lacked these skills.
- English employers also reported skills gaps in their existing workforce with 38% indicating that their existing professional staff lacked specialist technical and professional skills. In addition, 27% were dissatisfied with the technical and professional skills of their existing paraprofessional staff.
- One employer indicated that archivists need to have language skills, especially the classics such as Latin and Greek, in order to understand and interpret collections.
- Analysis of the qualifications of librarians and archivists from the CILIP and SoA membership data shows that members were very highly skilled, with nearly two thirds being graduates.
- An earlier isNTO report of future skills needs in the Libraries, Archives, Records Management and Information Services sector (isNTO, 2003) found that less than half of employers felt that their existing staff had the technical skills required to meet the future skills needs.
- According to the 2003 report, participants in the study were most likely to report that technical skills gaps should be addressed by training their existing staff rather than recruiting new staff.
- Almost three in ten English employers (29%) were dissatisfied with the professional development activities undertaken by their professional staff. Just over one quarter (27%) were dissatisfied with the professional development activities undertaken by their paraprofessional staff.

What is the current provision?

- In 2004/05, there were 2,230 enrolments on specialist library, archives, records management and information services qualifications in Higher Education institutions (HEIs).
- There were 16 providers delivering LAIS provision in England in 2004/05. Together they accounted for 49% of all UK enrolments on LAIS qualifications. A single provider in Wales accounted for 38% of all UK enrolments. The remaining 14% of UK enrolments were spread across four HEIs in Scotland.
- In England and Wales the majority of enrolments were at the Masters level in 2004/05. In Scotland, more than half of enrolments were at the postgraduate diploma or certificate level.
- There were 288 enrolments on qualifications specifically related to archives and records management in 2004/05. Over half of these were delivered by the University of Aberystwyth in Wales.
- In England, 69% of LAIS qualifications were CILIP accredited and 7% were accredited by the Society of Archivists (SoA).
- In 2004/05, there were 420 enrolments on vocational qualifications in information and library services in Further Education (FE) colleges in England. The majority of learners were enrolled on an NVQ in Information and Library Studies.

- There were 13 learners undertaking vocational qualifications in work based learning settings in England and Wales in 2004/05, of which the majority were enrolled on an NVQ in Information and Library Services.
- Analysis of the financial support and awards received by students enrolled on LAIS provision in HEIs found that more than half of students in England, Scotland and Wales in 2004/05 received no financial support.

Continuing professional development activities

More than one third of English libraries, archives and information services employers reported that their paraprofessional staff undertook their further education and training in house, with a further third indicating that a variety of sources were used.

Just under one fifth of English employers indicated that their professional staff undertook their continuing professional development activities in house, the same amount reported that they accessed an external training supplier and 44% reported that a variety of sources were used.

Approximately half of employers reported that they made a large or very large investment in the education and training of their current professional and support professional staff. Between 37% and 45% of English employers reported that they made a large or very large investment in the education and training of their administrative staff.

What is already happening?

The Chartered Institute of Library and Information Professionals (CILIP) Revalidation Scheme.

The Society of Archivists (SoA) is currently developing its own CPD scheme.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?
3. As employers, how do you think this issue should be addressed?

Final question

The whole LAIS sector is changing and becoming modernised. Future skills will be a combination of all that has been said here and more. What will that matrix of future skills look like? What, in your views, will be the nature of future skills requirements from 2010 – 2020?

Regional skills issues

The comments below were identified during regional consultation events which have taken place during Stage 3 of the SSA in England. This list is not exhaustive as meetings were not held in every region with all employer groups.

Skills gaps for ICT skills

South East	Employers reported skills needs for e-learning skills, especially in further education and higher education institutions.
West Midlands	Employers indicated that basic skills in ICT were a priority issue. They emphasised that it is becoming increasingly important as a University entrance requirement.

Skills gaps for customer engagement skills

East of England	Employers reported skills gaps in the archives and local studies workforce for specific areas of customer engagement including engaging with schools and young people, basic skills and family learning. They also identified skills needs for teaching skills and experience in order to engage with the needs of teachers and pupils and to deliver in-house staff training. Employers also reported skills needs for diversity awareness and skills in engagement, partnership and advocacy. In addition, senior staff required community outreach skills and networking skills.
South East	Employers indicated that staff required skills to interface with users on how to use collections.
West Midlands	Employers in the West Midlands identified skills needs for online customer engagement and emotional intelligence skills including developing an understanding of how you behave/express yourself affects what you receive.
Yorkshire and Humberside	Employers in Yorkshire and Humberside reported that staff need to be more outward looking and develop community engagement skills. They also emphasised the importance of advocacy skills.

Skills gaps for management and leadership skills

East of England	Employers in the East of England identified future skills needs for event management, and the ability to commission and plan for a diverse range of services. Employers also reported that the main skills gaps for the archives and local studies workforce were financial management, political and strategic management, bid writing and fundraising. Employers identified a future skills need for succession planning. Employers also indicated that it would be necessary to increase the number of middle management posts in the future.
South East	Employers in the South East identified skills needs for strategic leadership, community advocacy and community liaison skills
West Midlands	One stakeholder identified skills needs for marketing, procurement skills, advocacy, partnership building, mentoring/coaching and managing own CPD. Employers in the West Midlands identified skills needs for coaching and mentoring and performance management skills including the analysis and presentation of data.
Yorkshire and the Humber	Some employers did not agree with the comment that the skills gap for customer care skills is closely intertwined with the skills gap for ICT skills, etc. They felt that these are two separate sets of skills, although obviously knowledge of IT may well be necessary in interacting with some customers, but there are different skills depending on the medium of the transaction.

Future demand for professionals with specific LAIS technical skills

East of England	Employers in the East of England reported difficulties in recruiting qualified staff to vacant posts and that it was becoming increasingly difficult to recruit archivists, conservators and local studies librarians. Employers also identified a future skills need for archivists with digital preservation skills.
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ANNEX G: ENGLAND WORK BASED LEARNING GAP ANALYSIS CONSULTATION PAPERS

Skills issues for the Work-Based Learning workforce

Work-based learning covers a broad range of activity including programmes undertaken by commercial and voluntary sector providers funded under contract to Government departments and agencies, as well as a significant amount of privately funded independent and in-company training. The full scope of what is available comprises:

- Public and commercially funded learning delivered by or through independent learning providers on employers and their own premises.
- Public and commercially funded learning delivered or through voluntary and community providers on their own or employers premises.
- Public and commercially funded work based learning provided by Further Education Colleges on their own or employers' premises.
- Publicly funded (directly or indirectly) work based learning in community settings
- Public and commercially funded work based learning through higher education institutions and their business schools

LLUK have identified the following skills issues for the Work-Based Learning (WBL) workforce (not in priority order).

1. Demand for management and leadership skills
2. Recruitment and retention difficulties for teachers, trainers, assessors and verifiers in specific subject areas
3. Recruitment difficulties and internal skills shortages for literacy, numeracy and ESOL staff
4. Skills needs for dealing with a diverse range of learners

Profile of the Work-based Learning (WBL) workforce

- A 2004 study by Host Policy and Research *Qualifications of Staff in LSC Funded Provision* estimated that the Work-Based Learning workforce in England comprised 30,000 individuals (DfES, 2004).

Information on the characteristics of the WBL workforce in England from the 2004 Host Policy and Research study shows that:

- In 2004, 61% of the WBL workforce in England were female.
- Approximately half of the WBL teacher/tutor workforce in England were aged 40 or under.
- Overall, 92% of teachers and tutors in the WBL workforce in England were ethnically white. Of those identify with other ethnic groups, 45% were Asian or Asian British.
- In terms of employment status, 62% of WBL teaching staff in England were working full-time. The next most common employment status was part-time or fractional, accounting for 18%, followed by working as sessional/hourly paid staff.
- An analysis of the qualifications of the WBL workforce in England found that 14% of staff held a level 5 qualification (postgraduate degree and above), 41% held a professional qualification (recognised by a professional body) and 15% held a level 2 qualification.

Demand for management and leadership skills

Overview/policy drivers

WBL providers and stakeholders reported a demand for a range of management and leadership skills including financial management, business management and strategic planning. In addition, providers emphasised that staff need specific skills in order to respond to employer needs.

Employers also stressed that many WBL staff held dual roles incorporating both management and teaching. Staff needed to be multi-skilled to undertake both of these roles.

WBL providers and stakeholders identified time and resource issues as major barriers to accessing management and leadership training. This was particularly the case for small and medium sized enterprises (SMEs).

Occupation groups

This skills issue predominantly affects management staff.

Skills level/skills area

- financial management
- business management
- strategic planning
- partnership working
- engaging employers
- coaching and mentoring
- networking skills
- promotional and marketing skills

In addition, employers and stakeholders indicate that staff required more general skills including communication skills.

The skills needs were predominantly at level 4. Some employers also reported recruitment difficulties and internal skills gaps for management staff at level 3.

Evidence of skills needs

- Results from the LLUK employer survey showed that between 34% and 37% of employers in England reported difficulties in recruiting management staff at level 4. A smaller proportion (6%-16%) experienced difficulties recruiting staff at level 3.
- Between 33% and 42% of English employers reported that applicants to management positions lacked professional, technical and practical skills. This includes subject specific knowledge and teaching skills. A smaller proportion (11%-18%) indicated that applicants lacked transferable skills including communication skills and bilingual skills.
- Employers in England also reported internal skills gaps for their existing management staff. Between 38% and 45% of employers reported that their management staff lacked professional, technical and practical skills including subject specific knowledge and ICT skills. A smaller proportion of English employers reported that their management staff lacked transferable skills including communication skills and bilingual skills (20%-27%).
- WBL providers identified a specific need for training for middle managers to enable progression from a teaching/training role into a management role.

What is the current provision?

- Analysis of qualifications for WBL managers in Further Education institutions showed that there were a small number of management qualifications that were specific to the WBL sector in 2004/05. The main qualification accessed was Management of Learning and Development at level 4. There were no management qualifications specific to WBL being delivered in Higher Education institutions in 2004/05.
- Analysis of inspection grades assigned to WBL providers in England showed that leadership and management were rated as satisfactory or better across 64% of providers during 2001-2006. Management and leadership was deemed to be unsatisfactory for one quarter of providers while 6% of providers were rated as poor.

Continuing professional development

- Employers reported that their existing management staff undertook their continuing professional development through the following sources:
- in house training: 18%-23%
- external training provider: 16%-18%
- higher education: 5%-11%
- further education: 7%-11%
- various sources: 32%

The majority of employers were satisfied or very satisfied with the continuing professional development activities undertaken by their management staff. Between 13% and 18% indicated that they were dissatisfied with the continuing professional development activities undertaken by their management staff.

Just over half of employers (54% - 57%) indicated that they made a large investment in the education and training of their existing management staff. Approximately one third (28% -35%) stated that they made either a small investment or no investment in the education and training of their management staff.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Recruitment and retention difficulties for teachers, trainers, assessor and verifiers in specific subject areas

Overview/policy drivers

Employers reported recruitment and retention difficulties for skilled staff in specific subject areas.

Subject areas affected by skills shortages include:

- engineering
- science
- technical
- construction (plumbing, joinery, carpentry)
- health and social care

The subject specific recruitment difficulties have been exacerbated by an overall rise in demand for the WBL workforce, reflecting the enhanced role of the Work-Based Learning in delivering key priorities within the Lifelong Learning sector. At the same time, an increased emphasis is being placed on individual providers developing specialist skills. This has implications for the WBL workforce in terms of capacity and the ability to recruit appropriately qualified staff.

Studies have highlighted a number of key recruitment constraints in the WBL sector. This includes the low salaries within the sector, the ability of WBL providers to compete with the salaries offered by Further Education providers and other employers, the relatively poor image of the sector and the perceived lack of career progression.

In particular, indicate that the retention of staff is affected by the inability of WBL employers to compete with the salaries offered by Further Education providers and other employers.

Occupation groups

- teachers
- tutors
- instructors
- trainers
- assessors
- internal verifiers

Skills level/skills area

- subject specific skills and knowledge
- teaching and training skills

Evidence of skills needs

- Half of English employers reported that they experienced difficulties in recruiting professional staff with professional, technical and practical skills. This includes teaching and subject specific knowledge and experience. Just under half of English employers (44%) reported that applicants for support and technical roles lacked professional, technical and practical skills.
- Almost two thirds of English employers indicated that they expected the demand for professional staff and support and technical staff to increase over the next five to ten years (64%). Similarly, 58% of employers expected the demand for support professional and technical staff to increase.

What is the current provision?

Further Education provision

In 2004/05 there were 20,820 enrolments on teaching, training and tutoring qualifications in Further Education in England that were relevant to the WBL workforce. The number of enrolments was down from the previous year (-7.6%).

Learners enrolled on qualifications relevant to the WBL workforce in FE were most likely to be enrolled on Assessor or Verifier awards, with the bulk of provision at Level 3.

Work-based Learning provision

Analysis of learner records also identified WBL provision that was relevant to the work based learning workforce. These are predominantly Learning and Development awards.

What is already happening?

LLUK is undertaking a national campaign in England to attract workers within the construction and building services and engineering sectors to undertake Preparing to Teach in the Lifelong Learning Sector (PTLLS) is taking place. This programme is intended to trial a method of identifying and upskilling new personnel to meet the identified subject shortage in this area.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Recruitment and retention difficulties and internal skills gaps for literacy, numeracy and ESOL staff

Overview/policy drivers

Employers reported recruitment and retention problems and internal skills gaps for staff across the following areas:

- literacy
- numeracy
- ESOL

The 2006 Leitch Review of Skills *Prosperity for All in the Global Economy – World Class Skills* recommended the following targets for adult literacy and numeracy:

- 95% of adults to achieve the basic skills of functional literacy and numeracy by 2020
- More than 90% of adult to be qualified to at least Level 2 by 2020

The Leitch review recommendations updated and extended many of the existing targets that have been identified in each of the four nations. In England, the DfES published *Skills for Life: The National Strategy for Improving Literacy and Numeracy Skills* in 2001 which outlined measures to improve the literacy and numeracy skills of a number of target groups including job seekers and other benefit claimants, young adults and those at risk of social exclusion. The strategy introduced a target to help 750,000 adults achieve national certificates by 2004. This was subsequently extended to 1.5 million adults by 2007 in the updated version of the strategy *Focus on Delivery* (DfES, 2003).

Employers also reported that a major recruitment constraint in attracting basic skills staff was their inability to compete with the salaries offered by further education institutions.

Occupation groups

- literacy, numeracy and ESOL teachers
- literacy, numeracy and ESOL trainers
- literacy, numeracy and ESOL tutors

Skills level/skills area

- teaching skills
- planning learning programmes
- identifying learning needs
- language awareness

Additionally employers and stakeholders report that there is a need to improve the overall levels of literacy and numeracy among existing staff.

Evidence of skills needs

- A number of employers who participated in the 2006 LLUK Employer survey reported that they experienced particular problems in recruiting basic skills staff, particularly those with specialist subject knowledge.
- Employers in the South West reported that recruitment difficulties were particularly pronounced for numeracy staff.

What is the current provision?

Higher Education

A number of Higher Education Institutions (HEIs) were delivering provision related to teaching and supporting adult literacy, numeracy and ESOL in 2004/05.

England had the largest volumes of learners, with 7745 enrolments in 2004/05, an increase of 13% from the previous year.

Further Education

In 2004/05 a large amount of provision associated with teaching adult literacy, numeracy and ESOL was being delivered in Further Education institutions. Analysis of learners shows that:

- 14,546 learners were enrolled in England FE colleges
- 330 learners were enrolled in Northern Ireland
- 499 learners were enrolled in Wales

Information on Scotland was not available for the analysis.

What is already happening?

The LLUK Skills for Life programme is taking forward a wide range of work across the UK and across all of the lifelong learning constituencies.

Work includes:

- collection of data on the Skills for Life workforce which will form a basis for decision making
- development of standards for the workforce across the UK
- development of qualifications frameworks for teacher, tutor, trainer and learning support roles which support learners with language literacy and numeracy needs
- support for the development of relevant qualifications
- support for innovative approaches which encourage recruitment, flexible approaches to training and flexible approaches to qualified status
- development of an Information and Advice Service for all with an interest in the professional development of the Skills for Life workforce.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Skills needs for dealing with a diverse range of learners

Overview/policy drivers

Employers reported skills needs for dealing with a diverse range of learners.

Learners enrolled on work-based learning programmes are a heterogeneous group incorporating young people, the unemployed and adult learners across a range of settings. The qualifications of learners range from those with little or no formal post-compulsory education to learners with degree level qualification and above. In addition, many learners experience learning difficulties arising from social and/or other needs. This means that Work-Based Learning providers require a great deal of skill to ensure that learners' experiences match their way of learning, their learning goals, their personal development and their career aspirations.

Recent policy documents and research reports have highlighted some of the issues facing the WBL sector. In England, a 2006 LSDA report *Disability Discrimination Act and Work-Based Learning* stated that there is a need to build capacity across the WBL sector to create opportunities for all young people with learning difficulties and/or disabilities who match the common entry criteria.

Occupational groups affected

This skills issue affects all staff who have direct contact with learners. Specific occupations include:

- teachers
- tutors
- instructors
- trainers
- assessors
- internal verifiers

Skills levels/skills area

Staff need range of people-handling skills and ability to respond to both employer and learner needs.

Skills that specifically apply to the teaching and supporting of younger learners include:

- behaviour management
- classroom management
- education around employment skills

Evidence of skills needs

- Approximately one third of English employers reported that their professional staff, support staff and administrative staff lacked transferable skills. This includes communication skills and bilingual skills.
- Some employers in England also reported difficulties in recruiting new staff with appropriate transferable skills, with approximately one fifth of employers indicating that people applying for professional and support professional roles lacked transferable skills.

What is the current provision?

Information from the Learner Satisfaction Survey In England showed that more than half of learners enrolled on WBL provision rated trainers/tutors and/or assessors as a 9 or 10 (out of 10) for 'How well they relate to you as a person'. More than one third of learners gave these ratings for 'Understanding you and how you like to learn'. Learners with disabilities were slightly more like to give a rating of 9 or 10 for this item than those without disabilities (43%, compared with 38%). In addition, older learners aged 25 and over were also more likely to record a rating of 9 or 10 compared with learners aged 19-24.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else we need to know about this issue?

Final question

If you were to prioritise three skills areas to develop in Stage 4 which would they be?

Additional skills issues

WBL employers and stakeholders also identified skills needs for ICT user skills and the delivery of e-learning, including e-assessment needs.

Regional skills issues

The comments below were identified during regional consultation events which have taken place during Stage 3 of the SSA in England. This list is not exhaustive as meetings were not held in every region with all employer groups.

Demand for management and leadership skills

East of England	WBL employers identified a skills need for marketing skills.
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Recruitment and retention difficulties for teachers, trainers, assessors and verifiers in specific subject areas

East of England	Employers stated that they require their staff to be multi skilled. Staff need to have teaching skills, assessing skills and occupational qualifications.
East Midlands	Employers in the East Midlands reported recruitment difficulties for Engineering and other craft occupations.
North West	Employers in the North West identified retention issues for staff once they had been trained. Employers in the North West also indicated that engineering and technical skills were especially competitive areas for attracting and retaining skilled staff.

Recruitment difficulties and internal skills shortages for literacy, numeracy and ESOL staff.

East Midlands	Employers in the East Midlands identified shortages for ESOL and skills for life tutors, bilingual tutors, and tutors with the ability to identify learning styles and needs.
South West	Employers in the South West indicated that numeracy skills shortages were being experienced more than literacy skills shortages.
North West	Employers in the North West emphasised that staff needed a range of people-handling skills including an ability to respond to employers needs in addition to learners. Employers in the North West also indicated that staff who have been trained to level 4 were difficult to retain as WBL cannot compete with salaries offered elsewhere.

Skills needs for dealing with a diverse range of learners

East of England	WBL providers in the East of England reported a specific skills need for supporting learners with dyslexia. This was particularly an issue in rural areas. There were also specific issues associated with delivering learning to migrant workers who have language barriers.
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ANNEX H: ORGANISATIONS/ EMPLOYERS CONSULTED AS PART OF THE STAGE 3 SSA IN ENGLAND

CLD Constituency Panel

TWICS (Training for Work in Communities)
Parenting Education & Support Forum
Community and Youth Workers Union
The National Youth Agency
ETEC (Sunderland) Ltd
Cambridgeshire County Council - Education, Libraries & Heritage
Learning South West
Army Welfare Service
National Institute of Adult Continuing Education
Centre for Youth Ministry
British Overseas NGOs for Development (BOND)
Tower Hamlets College
Parents Advice Centre (Ltd)
Council for Wales Voluntary Youth Service
Federation for Community Development Learning
Association of Principal Youth and Community Officers
Churches Community Work Alliance
Development Education Agency (DEA)
Confederation of Indian Organisations (UK)

HE Constituency Panel

Birkbeck College, University of London
University of Bradford
Northumbria University
University of Central Lancashire
Aimhigher North East
Canterbury Christ Church University
University and College Union (UCU)
Department for Employment and Learning
UNISON Education Workforce Unit
University Vocational Awards Council (UVAC)
Quality Assurance Agency for Higher Education (QAA)

LAIS Constituency Panel

NHS North West Health Care Libraries Unit
Sheffield Hallam University
Cambridgeshire County Council - Education, Libraries & Heritage
Lancashire Record Office
The University of Reading
University of Liverpool, Centre for Archives Studies (LUCAS)

Warwickshire College
Westminster City Council
Wrexham Borough Council
Museums, Libraries and Archives Council
South Tyneside Council
Chartered Institute of Library and Information Professionals (CILIP)

WBL Constituency Panel

London Underground Ltd.
Manchester Solutions
Rathbone
Carter and Carter Group Plc.
VT Plus Training
In Touch Care Ltd.
Central Sussex College
YMCA Training
The NETA Training Group
Get On Course
TTC Training
Carter and Carter Group Plc.
Carillion Construction Training
Association of Learning Providers (ALP)

Key consultations

Derbyshire Principals Forum

South East Derbyshire College
Chesterfield College
Derby College
The Derbyshire Network
MLA East Midlands

Association of South East Collages (AoSEC) Human Resources Management Staff
Devevelopment Managers Network meeting

Abingdon & Witney College
East Berks College
Brooklands College
Centre for Excellence in Leadership (CEL)
Plumpton College
Farnborough College
Aylesbury College
Cricklade College
Guildford College
Brooklands College
Hastings College
South Kent College
North West Kent College
Association of South East Collages (AoSEC)
Association of Colleges (AoC)

London Regional Quality Improvement Partnerships Meeting (RQIP)

Quality Improvement Agency (QIA)
Association of Learning Providers (ALP)
Camden Jobtrain
Woodhouse 6th Form College
Redbridge College
Association of Colleges (AoC)
South Thames College
Learning and Skills Council (LSC)

London HE Staff Development Managers Network (Russell Group Universities)
University of London

One to one with London Higher

AoSEC Vice Principals and Quality Managers Network

Further Education Staff Development Managers Forum:

MEAT
British Racing School
WS Training Limited
Suffolk College
Otley College
YMCA Training
The Hairdressing Training School
West Suffolk College
Institute for Transport Studies - University of Leeds (ITS)
Education and Youth Services Ltd (EYS)
VT Training
Learning and Skills Council (LSC)
Social Services
Connexions

Museums Libraries and Archives Event

Chartered Institute of Library and Information Professionals (CILIP)
Dudley Metropolitan Borough Council
NHS Confederation
University of Central England
WESLINK/University of Wolverhampton
MLA

SPNG Meeting (WBL):

Association of Colleges in the Eastern Region (ACER)
Barnfield College
Bedford College
City College Norwich
Colchester Institute
Great Yarmouth College
Hertford Regional College
Long Road Sixth Form College

North Hertfordshire College
Northampton College
Oaklands College
Writtle College

ANNEX I: ENGLAND EVIDENCE BASE

SKILLS PRIORITY - LEADERSHIP and MANAGEMENT		
What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue predominantly affects management staff but also affects professional, support professional and administrative staff. Employers were most likely to report skills gaps at NVQ level 4 for managers.</p> <p>Skills needs include:</p> <ul style="list-style-type: none"> • Financial management • Business related skills • Partnership working • Project management • Marketing and promotion skills • Leadership skills • Strategic management • Managing volunteers • Supervisory skills 	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and <i>Youth matters: next steps</i> (DfES, 2006). The National Audit Office report <i>Working with the third sector</i> (Bourn, 2005) looked at the role of the community and voluntary sector in providing public services. It emphasised on the need to train existing staff so they are able to meet these new challenges, and particularly to develop financial and management skills.</p> <p>The 2006 LLUK employers survey showed that between 32% and 36% of English employers felt their existing management staff lacked specialist professional and technical skills, including skills specific to the Community Learning and Development workforce, such as building effective partnerships to enhance community learning and development and managing the work and input of others.</p> <p>20-24% of employers felt their current management staff lacked transferable skills including communication and bilingual skills.</p> <p>They also reported that between 24% and 30% of applicants to management roles lacked specialist professional and technical skills.</p> <p>Employers were most likely to report priorities for the constituency in relation to transferable and wider employability skills, including leadership and professional/technical/ practical skills such as organisational and financial planning.</p>	<p>20% of the total CLD specific HE provision across all occupational groups in England is supplied by the Open University. Analysis of CLD related provision found that HE in England in Wales (other than the OU) offered 5 qualifications relating to management and leadership in England and Wales.</p> <p>FE is a major provider of CLD training across all occupations. CLD enrolments in FE provision declined by 24.9% between 2003/04 and 2004/05, possibly reflecting a decline in availability of non-approved provision in FE. Very little FE provision was identified as being specific to management skills but generic management provision may be appropriate for CLD activities.</p> <p>English employers reported that management staff undertook CPD through a range of sources including in house training (18%-22%), HE (12%-13%), external training provider (11%), various sources (30%-34%)</p> <p>More than two thirds of English employers were satisfied with the CPD undertaken by management staff. 10%-13% were dissatisfied with the CPD undertaken by existing management staff.</p> <p>30%-35% indicated that they made a large or very large investment in the further education and training of existing management staff. 51%-53% of employers indicated that they made a small investment in the further education and training of management staff.</p> <p>Between 12% and 16% of English employers reported that management staff made a large or</p>

		<p>very large investment in their own education and training. 58%-69% indicated that employees made either a small or no investment in their own education and training.</p> <p>Employers asked for greater local coverage in FE provision and also for higher level (NVQ level 4) provision.</p>
What does it mean in FE?		
<p>This skills need is predominantly at NVQ level 4 and above. It affects management staff as well as professional and learning support staff.</p> <p>Skills needs include:</p> <ul style="list-style-type: none"> • Leadership skills • Partnership working skills • Employer engagement skills • Business skills • Marketing skills • Change management • Organisational change skills • Succession planning • Bid writing • Policy response writing 	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>Success for all: reforming further education and training</i> (DfES, 2002), <i>Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector</i> (DfES, 2004), <i>Learning and skills: the agenda for change</i> (LSC, 2005) and <i>Further education: raising skills, improving life chances</i> (DfES, 2006).</p> <p>Findings from a 2006 study undertaken by the AOC in England showed that 62% of respondent colleges currently had vacancies for management staff.</p> <p>The 2006 LLUK employer survey showed that the vast majority of English employers were very satisfied with the skills and competences of existing management staff. Between 21% and 32% reported that their existing management staff lacked transferable skills including communication and bilingual skills.</p> <p>Employers reported skills shortages in recruiting managers at NVQ level 4. Skills gaps arose from the need to keep up with policy development.</p> <p>Stakeholders prioritised development of leadership skills, citing the need to manage complex change with diminishing resources, develop and sustain partnerships and tackle issues of control, autonomy and delegation.</p>	<p>The volume of management provision specific to FE and numbers of learners enrolled was small but growing rapidly in both HE and FE. Generic management provision may also be appropriate for this constituency.</p> <p>Employers in England reported that management staff undertook their CPD through these sources - HE (8%-10%), in house training (23%-27%), external training provider: (13%-14%), various sources: (43%-44%).</p> <p>Approximately half of English employers reported making a large investment in the education and training of existing management staff. 26%-27% reported making a small or no investment in the education and training of management staff.</p> <p>Analysis of inspection grades assigned to FE providers in England showed that the leadership and management of nearly 94% of providers were rated as satisfactory or better, covering over 96% of enrolments in 2004/05. Only 18 out of 294 providers were graded unsatisfactory or poor over the five year period. They represented just over 6% of enrolments in 2003/04 and less than 4% in 2004/05.</p>
What does it mean in HE?		
<p>This skills gap predominantly affects management staff but there is also an emphasis on developing the leadership and</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i></p>	<p>There are few management qualifications that specifically focus on HE. In 2004/2005, 7 English</p>

management skills of all staff who demonstrate potential in this area. Employers reported skills shortages among managers at NVQ level 4.

In HE the demands and challenges of an increasingly internationalised market will require real institutional strengths in leadership, governance and management.

In the English regions, universities have a key leadership role and are often involved in community capacity building and regeneration. HE's contribution depends on forging partnerships between institutions in each region and the RDA, as well as other partners involved in regional skills, business and economic development.

The demand for leaders and managers is likely to remain the same in the future but leadership will become more distributed, requiring the development of leadership skills throughout the workforce. Staff will also need the skills to build strong relationships with business and to support knowledge transfer between business and HEIs.

Skills needs for management staff include:

- Accountancy and capital investment
- Performance Management
- Income generation (recruiting international students, winning bids)
- Sales and marketing
- Employer engagement
- Managing external stakeholders

Skills needs for academic staff include:

- Budget management
- Employer engagement

Skills needs for support and technical staff include:

- Supervisory management
- Infrastructure management

(2006) and the *Higher Education Act* (HMSO, 2004). The 2003 White Paper for England *The Future of Higher Education* said that 'both mission and collaboration are challenges that will demand outstanding management and leadership' (DfES, 2003). The White Paper called for strengthened relationships between HEIs and business in delivering excellence in teaching, learning and research.

Stakeholders prioritised the development of leadership and management skills in the HE constituency.

HEIs offered management qualifications specifically designed for working in HE. The programmes identified included:

Post Graduate Certificate in Higher Education Management

Higher Education Management – Masters of Business Administration

Doctor of Business Administration in Higher Education Management

Results from the 2006 LLUK Employer survey showed that over a quarter of English employers reported that management staff undertook their further education and training in HE institutions.

More than half of English employers reported that they made a large or very large investment in the education and training of management staff. Slightly over one third indicated that they made a small level of investment in the education and training of management staff.

<p>Skills needs for manual staff include: Supervisory management</p>		
<p>What does it mean in LAIS?</p>		
<p>This skills gap affects management staff. Skills needs include:</p> <ul style="list-style-type: none"> • Strategic leadership • Project management • Financial management • Bid writing/fund raising • Promotional skills and marketing • Library and archives management • Entrepreneurship and innovation • Performance management • Contract management and procurement skills • Skills in engagement and partnership working • Community liaison skills • Succession planning • Coaching and mentoring • Conflict management • Advocacy and team working 	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), <i>Libraries and lifelong learning: a strategy, 2002-4</i> (Library Association, 2001) and <i>Framework for the future: libraries, learning and information in the next decade</i> (DCMS, 2003).</p> <p>Findings from the 2006 LLUK employer survey showed that 12%-15% of English LAIS employers were dissatisfied with the skills and competences of management staff.</p> <p>9%-11% of English employers were dissatisfied with the further education and training undertaken by management staff.</p> <p>A 2003 isNTO study found that 44%-46% of employers felt existing management staff had the required skills to meet the future skills needs.</p> <p>This study found that more than half of employers believed skills gaps in management should be addressed by training existing management staff.</p> <p>The 2006 LLUK employer survey identified skills shortages in the recruitment of managers at NVQ level 4 with stakeholders referring to skills gaps in wider employability skills such as management and supervisory skills blended with library management skills, advocacy and team working. Stakeholders particularly prioritised leadership skills – advocacy, partnership, influencing and strategic.</p>	<p>No provision specific to LAIS management was identified in HE but there were many programmes available at Masters level and above that may be suitable. 16 HEIs and 18 FEIs offer general LAIS based provision but enrolments on these programmes declined between 2003/04 and 2004/05 by 2.3% and 32.7% respectively. FE provision is predominantly at NVQ levels 2 and 3 and is aimed at staff already in post, typically in support roles.</p> <p>English employers reported that staff in management roles undertook their professional development activities through a range of sources including local authorities, external training providers and in house.</p> <p>Over one third of English employers reported making either a small or no investment in the further education and training of management staff. 43%-53% of employers indicated that they made a large or very large investment in the further education and training of management staff. Employers and stakeholders emphasised the need for management training to be contextualised to the particular employment setting.</p>
<p>What does it mean in WBL?</p>		
<p>This skills issue predominantly affects management staff at NVQ level 4. Some employers also reported recruitment difficulties and internal skills gaps for management staff at NVQ level 3.</p> <p>Skills needs include:</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and <i>Further education: raising skills, improving life chances</i> (DfES, 2006).</p> <p>The LLUK employer survey showed that 34%-37% of employers in England reported difficulties in recruiting</p>	<p>The vast majority of WBL-based programmes offered by HE in England were concentrated in Middlesex University. No HE programme could be identified as having a particular focus on WBL management. Generic management provision may be appropriate for this constituency.</p>

<ul style="list-style-type: none"> • Financial management • Business management • Strategic planning • Partnership working • Engaging employers • Coaching and mentoring • Networking skills • Promotional and marketing skills • General skills including communication 	<p>management staff at NVQ level 4 with the largest proportion of shortages among organisational managers. Skills gaps were similarly reported among managers at NVQ level 4. 6%-16% experienced difficulties recruiting staff at NVQ level 3.</p> <p>33%-42% of English employers reported that applicants to management positions lacked professional, technical and practical skills, including subject specific knowledge and teaching skills. 11%-18% indicated that applicants lacked transferable skills including communication and bilingual skills.</p> <p>Employers also reported internal skills gaps for existing management staff. 38%-45% reported that management staff lacked professional, technical and practical skills including subject specific knowledge and ICT skills. 20%-27% reported that management staff lacked transferable skills including communication and bilingual skills.</p> <p>Stakeholders prioritised development of management and leadership skills and financial and strategic planning.</p> <p>WBL providers identified a specific need for training middle managers to enable progression from teaching/ training into management roles.</p>	<p>Analysis of qualifications for WBL managers in FE showed that there was a small number of management qualifications specific to the WBL sector in 2004/05 and that take-up of these opportunities was high in comparison with other UK home countries. The main qualification accessed was Management of Learning and Development at NVQ level 4.</p> <p>Employers reported that existing management staff undertook their CPD through these sources - in house training (18%-23%), in house training (18%-23%), external training provider (16%-18%), HE (5%-11%), FE (7%-11%), and various sources (32%).</p> <p>The majority of employers were satisfied or very satisfied with the CPD undertaken by management staff. 13%-18% indicated they were dissatisfied with the CPD undertaken by management staff.</p> <p>54%-57% of employers indicated making a large investment in the education and training of existing management staff. 28%-35% said they made either a small investment or no investment in the education and training of management staff.</p>
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SKILLS PRIORITY – MULTI-AGENCY and PARTNERSHIP WORKING

What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue predominantly affects management staff but also affects professional, support professional and administrative staff.</p> <p>Employers and stakeholders report a need for increased multi-agency working in delivering services to individual learners and/or clients. Many organisations are engaging with communities in different ways. New skills and specialisms are emerging with implications for staff development. Staff need skills in working collectively to</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005) and <i>Youth matters: next steps</i> (DfES, 2006).</p> <p>The 2006 LLUK employer survey show that between 32% and 36% of English employers felt their existing management staff lacked specialist professional and technical skills. This includes skills that are specific to the</p>	<p>No provision specific to multi-agency and partnership working in CLD was identified.</p>

<p>achieve multi-agency, individual agency and service delivery targets.</p> <p>The CLD workforce will need to develop effective partnership working, networking and negotiation skills. Public sector staff working in CLD will need skills to match accountabilities to their agency's agenda with those to the communities they work with. Expansion of partnerships with the statutory sector will result in the growth of some smaller organisations, with growing numbers of CLD volunteers. Managers will need to develop skills in defining and managing changing staff roles and in managing large numbers of volunteers following increased integration.</p>	<p>CLD workforce such as building effective partnerships to enhance community learning and development.</p> <p>Stakeholders prioritised the development of transferable skills including leadership and partnership working skills, outreach skills and skills in promoting social inclusion and empowering communities.</p> <p>Participants in future scenarios workshops anticipated that professionals and managers from other sectors will increasingly work within the CLD constituency and will need to develop; a broader understanding of CLD to operate effectively.</p>	
<p>What does it mean in FE?</p>		
<p>This skills need affects management staff and professional and learning support staff and is predominantly at NVQ level 4 or above.</p> <p>In future a range of collaborative business models for FE will emerge, focusing on provision for young people aged 14-19 (with schools and the Children's Workforce Network), adult workforce development (with employers), HE delivered in FE (with HE) and tackling social exclusion (with CLD). FE staff will need to develop partnership working and business skills.</p> <p>Employers and stakeholders reported difficulties in recruiting management staff who possess the range of skills required for the role, including knowledge and experience of FE as well as business skills and experience. The ageing FE workforce means that a significant proportion of management staff will retire within the next five years.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>Success for all: reforming further education and training</i> (DfES, 2002), <i>Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector</i> (DfES, 2004), <i>Learning and skills: the agenda for change</i> (LSC, 2005) and <i>Further education: raising skills, improving life chances</i> (DfES, 2006). The issue of partnership working for the FE constituency was also addressed in <i>Higher standards, better schools for all: more choice for parents and pupils</i> (DfES, 2005)</p> <p>Stakeholders prioritised the development of leadership skills including the need to develop and sustain effective partnerships.</p>	<p>No provision specific to multi-agency and partnership working in FE was identified.</p>
<p>What does it mean in HE?</p>		
<p>Widening participation in HE will require staff who can support learning in community and employment settings and may involve collaboration with WBL and CLD providers.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and the <i>Higher Education Act</i> (HMSO, 2004). <i>The future of higher education</i> (DfES, 2003) outlined targets to increase participation in HE to 50% by 2010. Other key widening access and participation initiatives included the Aim Higher scheme, intended to widen participation particularly among students from non-traditional backgrounds.</p>	<p>No provision specific to multi-agency and partnership working in HE was identified.</p>

	Stakeholders identified developing skills to deal with the widening participation agenda as a priority.	
What does it mean in LAIS?		
Community liaison skills are an issue for this constituency in view of its role in providing an expanding range of services to a growing and increasingly diverse body of learners.	Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), <i>Libraries and lifelong learning: a strategy, 2002-4</i> (Library Association, 2001) and <i>Framework for the future: libraries, learning and information in the next decade</i> (DCMS, 2003). Stakeholders prioritised development of leadership skills including advocacy, team working and partnership skills.	No provision specific to multi-agency and partnership working in LAIS was identified.
What does it mean in WBL?		
Skills related to multi-agency and partnership working predominantly affect management staff and arise due to the anticipated growth in collaboration with FE.	Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and <i>Further education: raising skills, improving life chances</i> (DfES, 2006).	No provision specific to multi-agency and partnership working in WBL was identified.
SKILLS PRIORITY – EMPLOYER ENGAGEMENT		
What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
No skills needs were identified in CLD		
What does it mean in FE?		
This skills need is predominantly at NVQ level 4 or higher and affects all staff but to varying degrees depending on the type of provider. Employer engagement is an emerging issue for the FE workforce. Skills needs include leadership and partnerships skills, employer engagement, business and marketing skills, change management, organisational change skills, succession planning, bid writing and policy response writing.	Relevant policy literature includes the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>Success for all: reforming further education and training</i> (DfES, 2002), the <i>Five year strategy for children and learners: maintaining the excellent progress</i> (DfES, 2004), <i>Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector</i> (DfES, 2004), <i>Learning and skills: the agenda for change</i> (LSC, 2005) and <i>Further education: raising skills, improving life chances</i> (DfES, 2006). Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) stressed the importance of employer engagement in driving increased attainment at each skills level. The report envisaged more	No provision for the development of employer engagement skills was identified for FE staff. There was little evidence of provision within HE and WBL that could offer FE staff opportunities to work more closely with employers e.g. programmes that enabled staff to update vocational courses and gain current industry experience. There was no evidence of such provision in FE.

	<p>direct and productive relationships between FE and employers.</p> <p>Within professionals and managers, skills gaps related to need for teaching and learning staff to have current industry experience.</p> <p>Stakeholders prioritised development of professional/technical/practical skills such as gaining current industry experience, keeping vocational courses up-to-date, up-to-date teaching and assessment skills that reflect current industry practice.</p> <p>Participants in future scenarios workshops anticipated that employers will demand that more specific job-related training is delivered within employment settings.</p>	
What does it mean in HE?		
<p>This skills gap predominantly affects management staff but there is also an emphasis on developing the leadership and management skills of all staff who demonstrate potential in this area.</p> <p>An emerging issue for the HE workforce is the demand for more effective partnerships between HE institutions and employers.</p>	<p>Relevant policy literature includes <i>The future of higher education</i> (DfES, 2003) and the <i>Higher Education Act</i> (HMSO, 2004). Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) emphasised the need for HE to improve employer engagement and increase workforce development. The review recommended that HEIs undertake a rebalancing of priorities to make available relevant, flexible and responsive provision to meet the high skills needs of employers and staff'.</p>	<p>No provision for the development of employer engagement skills was identified for HE staff.</p>
What does it mean in LAIS?		
No issues specific to the LAIS constituency were identified.		
What does it mean in WBL?		
<p>This skills issue predominantly affects management staff.</p> <p>WBL providers reported a demand for a range of management and leadership skills including specific skills in order to respond to employer needs.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and <i>Further education: raising skills, improving life chances</i> (DfES, 2006).</p> <p>Stakeholders prioritised acquisition of current industry experience.</p>	<p>No provision for the development of employer engagement skills was identified for WBL staff.</p> <p>There was little evidence of provision that could offer WBL staff opportunities to work more closely with employers e.g. programmes that enabled them to gain current industry experience.</p>
SKILLS PRIORITY – LEARNING DELIVERY (including PEDAGOGY and ILT)		
What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
No issues specific to the CLD constituency were identified.		

What does it mean in FE?		
<p>This skills issue predominantly affects teaching and learning support staff, particularly at NVQ level 4.</p> <p>Pedagogical skills are required in teaching and supporting learning including:</p> <ul style="list-style-type: none"> • Developing and using a range of teaching and learning techniques to engage and motivate learners. • Planning teaching sessions to meet individual learners' needs. • Assessing the work of learners. • Reflective pedagogy. • Integrating ICT in the planning and delivery of learning programmes. <p>Employers also indicated that staff need to have the basic knowledge and diagnostic skills to identify learners with special or additional learning needs or disabilities, including identifying basic skills needs.</p> <p>Employers and stakeholders report specific skills issues associated with the use of specialist subject vocational staff, many of whom do not have teaching skills.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>Learning and skills: the agenda for change</i> (LSC, 2005), and <i>Further education: raising skills, improving life chances</i> (DfES, 2006).</p> <p><i>Success for All</i> (DfES, 2002) outlined a strategy for raising standards in the further education and training sector in England, including a requirement for all new FE lecturers to hold or register for ITT qualifications based on relevant occupational standards. <i>Equipping Our Teachers for the Future</i> (DfES, 2004) reported on progress to date.</p> <p>Employers surveyed by phone identified skills gaps derived from rapid growth in basic skills needs and the expectation that teaching and learning staff will have current industry experience. Stakeholders prioritised professional / technical / practical skills such as gaining current industry experience, keeping vocational courses up-to-date and other teaching skills e.g. teaching and assessment that reflects current industry practices.</p>	<p>The volume of learning support provision in HE increased by 9% between 2003/04 and 2004/05. Just over 56% of the programmes identified were foundation degrees, delivered by 13 HEIs. Programmes with a basic skills focus increased by 7.1% between 2003/04 and 2004/05.</p> <p>Adult literacy, numeracy and ESOL provision increased by 13.9% between 2003/04 and 2004/05.</p> <p>There was very little provision in FE of programmes for teaching support professionals within an FE setting.</p> <p>The majority of UK FE provision for ESOL, literacy and numeracy was in England with enrolments growing by 2.4% between 2003-04 and 2004/05.</p> <p>FE provision included a substantial number of programmes relating to the assessment and verification of Skills for Life provision.</p> <p>No provision relevant to the needs of technical support staff was identified.</p>
What does it mean in HE?		
<p>Employers identified a current skills gap at NVQ level 4 for technical staff working in HEIs.</p> <p>The main skills required are specialist technical and practical skills including IT skills followed by general skills including communication, project management, teaching and coaching. Employers said that technical and support staff are increasingly moving into teaching roles and require teaching, learning and pedagogical skills.</p> <p>UK-wide 5 skills needs are identified:</p> <ul style="list-style-type: none"> • Specialist design and manual skills to build research equipment not commercially available. • Advanced technical skills to operate and maintain 	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and the <i>Higher Education Act</i> (HMSO, 2004). The 2003 Higher Education White Paper <i>The future of higher education</i> (DfES, 2003) emphasised the role of research in fostering improvements in economic growth, productivity and quality of life. Associated with this is a need for skilled technical staff to support the role of research in HEIs.</p> <p>The 2006 LLUK employer survey shows that 44% of English employers reported that their existing support and technical staff lacked professional/technical/practical skills. This includes subject specific knowledge and experience and teaching skills.</p>	<p>There is currently no specialist qualification for Technicians working in HE. Technicians possess a range of qualification backgrounds in specific subject areas.</p> <p>There is no standard recruitment or developmental path into highly skilled technical roles. Staff may advance through university technical grades, some are recruited from outside the sector to fulfil specific skills posts, and others may switch from academic into technical support roles.</p>

<p>large complex equipment.</p> <ul style="list-style-type: none"> • Knowledge of local set up. • Ability to evaluate products and services (intelligent customer). • Effective lab management and safety. <p>Technicians' representatives perceived a growing, but largely unmet, demand for specific, practically oriented, formal training opportunities.</p> <p>A 2006 survey of HEI technicians in the UK identified generic training requirements - coaching others, managing projects, time management, teaching or demonstrating skills and staff/team management.</p>	<p>24% of English employers indicated that support and technical staff lacked transferable skills, including communication and bilingual skills.</p> <p>Participants in future scenarios workshops anticipated that HE staff will need to cater for students who expect greater interactivity with teacher and learner support staff and that there will be an increase in demand for associate professionals to support learning.</p> <p>Employers and stakeholders report that Library staff in HE are increasingly moving towards teaching or tutoring roles. This has implications for the skills needs of the workforce.</p>	
<p>What does it mean in LAIS?</p>		
<p>This skills gap particularly affects professional and paraprofessionals but also affects management staff.</p> <p>Employers also identified a range of specialist skills needs predominantly at NVQ level 4 and above.</p> <p>Specific occupations include librarians, archivists, information officers, archives conservators, records managers, researchers, teacher librarians, school librarians, intellectual property managers, knowledge management professionals, archives assistants, library assistants, and information assistants.</p> <p>Employers and stakeholders report that staff in HE libraries are increasingly moving towards teaching or tutoring roles. This has implications for the skills needs of the workforce.</p> <p>The skills required are those traditionally associated with the constituency and updated (electronic) versions of the skills that are necessary to cope with new media and information formats.</p> <p>Specific skills include:</p> <ul style="list-style-type: none"> • Cataloguing and indexing 	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), <i>Libraries and lifelong learning: a strategy, 2002-4</i> (Library Association, 2001) and <i>Framework for the future: libraries, learning and information in the next decade</i> (DCMS, 2003).</p> <p>English employers reported skills gaps in their existing workforce with 38% indicating that existing professional staff lacked specialist technical and professional skills. 27% were dissatisfied with the technical and professional skills of existing paraprofessional staff.</p> <p>A 2003 isNTO report of future skills needs in the Libraries, Archives, Records Management and Information Services sector found that fewer than half of employers felt existing staff had the technical skills required to meet future skills needs. Participants in the study were most likely to report that technical skills gaps should be addressed by training existing staff rather than recruiting new staff.</p> <p>Stakeholders prioritised wider employability skills such as the ability to support people and help them learn.</p> <p>Participants in future scenarios workshops anticipated</p>	<p>In HE 5 institutions were identified as offering or developing foundation degrees in library and information studies. Liverpool's DipHE in Archives is the only UG programme for archivists.</p> <p>Level 2 and 3 City and Guilds programmes in library and information services are offered by a network of 50 centres, mostly FE colleges. Enrolments in FE programmes declined by 32.7% between 2003/04 and 2004/05. FE provision is predominantly at NVQ levels 2 and 3 and is aimed at staff already in post, typically in support roles.</p> <p>Overall there was very little provision addressing the needs of this constituency.</p> <p>More than one third of English LAIS employers reported that paraprofessional staff undertook further education and training in house; a further third indicated that a variety of sources was used.</p> <p>Just under one fifth of English employers indicated that professional staff undertook their CPD activities in house, one fifth reported that they accessed an external training supplier and 44%</p>

<ul style="list-style-type: none"> • Collection management • Conservation and preservation • Information retrieval • Information management • Knowledge management • Content and document management <p>In addition, there is an evolving need for skills related to the management of digital information. These draw on traditional library, archive and information service skills in a modern context.</p>	<p>increasing demand for LAIS staff to undertake information brokerage and interpretation roles as information becomes more widely available.</p>	<p>reported that a variety of sources were used.</p> <p>Approximately half of employers reported making a large or very large investment in the education and training of their professional and support professional staff. 37%-45% reported making a large or very large investment in the education and training of administrative staff.</p> <p>29% of English employers were dissatisfied with the professional development activities undertaken by their professional staff. 27% were dissatisfied with the professional development activities undertaken by their paraprofessional staff.</p>
<p>What does it mean in WBL?</p>		
<p>Skills for Life - Employers reported recruitment and retention problems and internal skills gaps for Adult literacy, numeracy and ESOL teachers, trainers and tutors.</p> <p>Employers also reported that a major recruitment constraint in attracting basic skills staff was their inability to compete with the salaries offered by FE institutions.</p> <p>Specific skills needs include teaching skills, planning learning programmes, identifying learning needs and language awareness. Employers and stakeholders report a need to improve the overall levels of literacy and numeracy among existing staff.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) which recommended ambitious targets for adult literacy and numeracy and <i>Further education: raising skills, improving life chances</i> (DfES, 2006). The DfES publication <i>Skills for Life: The National Strategy for Improving Literacy and Numeracy Skills</i> (2001) outlined measures to improve the literacy and numeracy skills of a number of target groups. The strategy was updated in <i>Focus on Delivery</i> (DfES, 2003).</p> <p>A number of employers in the 2006 LLUK employer survey reported experiencing problems in recruiting basic skills staff, particularly those with specialist subject knowledge.</p> <p>Stakeholders prioritised competence in teaching basic and key skills and gaining current industry experience.</p>	<p>A number of Higher Education Institutions (HEIs) were delivering provision related to teaching and supporting adult literacy, numeracy and ESOL in 2004/05. FE also delivered a large amount of such provision.</p> <p>There was little evidence of provision related to other aspects of teaching and learning within the WBL sector. Provision for practitioners of assessment or verification activities is abundant and is primarily delivered through the FE sector with a small volume located within the WBL sector. There is evidence that completion and achievement rates for WBL learners in FE are low.</p> <p>No provision designed to supply basic skills within a WBL setting was identified although this may be available within other programmes.</p>

SKILLS PRIORITY – LEARNER ENGAGEMENT and CUSTOMER CARE		
What does it mean in CLD?	Stage 1 evidence – skills (Including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue particularly affects professional and support staff including youth community officers and support workers, parent support workers, trainers, Skills for Life tutors and family learning tutors.</p> <p>The social inclusion and wider participations agendas have fuelled demand for CLD training.</p> <p>Skills needs include:</p> <ul style="list-style-type: none"> • The ability to engage with people in a learning context • Working with others to identify their needs, aspirations and goals • Supporting others who choose to participate in the learning and development opportunities • Teaching and supporting learning 	<p>Relevant policy literature includes Lord Leitch’s Report <i>Prosperity for all in the global economy: world class skills</i> (2006), the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005) and <i>Youth matters: next steps</i> (DfES, 2006) which described the role of Local Authorities in commissioning and delivering support and activities for young people, particularly providing information, advice and guidance. <i>Every Child Matters</i> (DfES, 2003) highlighted recruitment for the parenting workforce.</p> <p><i>Working Together</i> (LSC, 2003) outlined a strategy for work with the voluntary and community sector, emphasising its role as a key partner and contributor to LSC objectives, notably in relation to the widening participation agenda.</p> <p>The 2006 LLUK employer survey shows that shortages were most commonly experienced in recruiting managers and professionals at NVQ level 4. 42% of employers reported that applicants to professional roles lacked specialist professional and technical skills, including specialist CLD skills such as the ability to engage with people in a learning context and work with individuals and/or communities to identify needs, aspirations and goals. Employers contacted by phone identified wider employability skills, including customer services, as an issue for professional and administrative occupations.</p> <p>Stakeholders prioritised transferable and wider employability skills including interpersonal and outreach skills and the ability to create social inclusion.</p> <p>Participants in future scenarios workshops anticipated a demand for increasing levels of awareness of equality, diversity and cultural differences and for skills to work with learners who expect involvement in design of the provision they receive.</p>	<p>No provision was identified that was specific learner/ customer engagement in CLD. However asked for higher level provision to be delivered through FE, including the introduction of NVQ level 4 programmes. They also said that experience in the sector should be valued as highly, if not more so, than training experience.</p>
What does it mean in FE?		
This skills issue affects all staff who have direct contact with	Relevant policy literature includes the <i>Lisbon Strategy for</i>	No provision designed to develop a wider range

learners.

Employers report that staff in FE colleges will need enhanced learner engagement skills to meet the needs of an increasingly diverse learner population that includes younger learners aged 14-19, adults and those from disadvantaged backgrounds.

The expansion of vocational provision for school pupils will require college teaching staff to develop new teaching skills, and a better understanding of the increasing numbers of young people.

The skills required are identifying learner needs and learning styles and engaging and supporting learners. Skills specific to the teaching and supporting of younger learners include behaviour management, classroom management and knowledge of child and teenage development.

More general skills include communication, language and bilingual skills, workforce diversity awareness and disability awareness.

Learner support and technical staff - increase in the demand for support staff is the result of new methods of teaching, including e-learning, which require more trainers, instructors and learning facilitators to work directly with students on a daily basis. New modes of delivery have contributed to demand for such staff and there is an increase in the number of learners, including those with disability, requiring support.

Changes to the role of technical staff mean that they now directly interface with the learner as well as supporting aspects of the learning programme such as project and assignment work. This has implications for the training requirements of these staff.

jobs and growth: UK national reform programme (HM Treasury, 2005), *Success for all: reforming further education and training* (DfES, 2002), *Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector* (DfES, 2004), *Learning and skills: the agenda for change* (LSC, 2005) and *Further education: raising skills, improving life chances* (DfES, 2006). The *14-19 Education and Skills White Paper* (DfES 2005) prioritised literacy and numeracy for young people, introducing measures for teenagers who have not yet achieved these skills at Level 2 by the age of 16.

Successful Participation for All: Widening Adult Participation (LSC, 2003) which outlined a strategy to engage adult learners from all social backgrounds in learning and skills development, with a particular emphasis on individuals and communities currently under-represented in learning. Lord Leitch's Report *Prosperity for all in the global economy: world class skills* (2006) outlined specific initiatives e.g. Train to Gain and the sector requirement to double apprenticeships by 2010 which will result in a demand for the assessor/deliverer role.

The 2006 LLUK employer survey indicated that 32% of English employers said existing professional, learning support and technical staff lacked transferable skills including communication and language skills. 21%-32% said current management staff lacked transferable skills. One quarter said applicants to professional roles lacked transferable skills. Approximately one fifth said applicants for technical and learning support posts lacked transferable skills including communication and bilingual skills.

Two thirds of employers expected the demand for learning support and technical staff to increase over the next 5-10 years. 31% reported problems in recruiting learning support and technical staff with professional/ technical/practical skills including teaching and subject specific skills.

Employers interviewed by phone attributed skills gaps in part to the rapid growth of basic skills provision.

Participants in future scenarios workshops prioritised development of customer service and client management

of learner and customer engagement skills was identified. Neither was there any provision for teaching and learning support skills that might contribute to this skills need.

	skills.	
What does it mean in HE?		
<p>This skills issue particularly affects those who provide support to learners but also extends to all those in management, academic, support, technical and administrative roles who have direct contact with learners.</p> <p>The skills required are identifying learner needs, engaging learners, supporting learners. Staff also require more general skills including communication and bilingual skills, workforce diversity awareness and disability awareness.</p> <p>Widening participation in HE will have a number of implications for the HE workforce. There will be a greater emphasis on facilitating and enabling independent learning, with staff required to identify learners' different learning styles and meet the needs of a more diverse student body.</p> <p>Widening participation in HE will require staff who can support learning in community and employment settings and may involve collaboration with work based learning and community, learning and development providers.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and the <i>Higher Education Act</i> (HMSO, 2004). The Future of Higher Education White Paper (DfES 2003) outlines targets to increase HE participation to 50% by 2010 alongside other key widening access and participation initiatives such as Aim Higher, intended to widen participation, particularly among students from non-traditional backgrounds.</p> <p>Approximately one third of English employers reported that current academic professional and administrative staff lacked transferable skills including communication skills. Between 23% and 26% of management and support and technical staff were said to lack these skills.</p> <p>Employers said the widening participation agenda and skills in engaging learners with diverse needs were priority areas within professional/technical/practical skills.</p> <p>Participants in future scenarios workshops anticipated catering for different learning styles, enabling the learning of a more diverse student body and more interactivity between students and teaching and learning support staff.</p>	<p>No provision to develop learners and customer engagement skills in HE was identified.</p>

What does it mean in LAIS?		
<p>This skills gap affects all staff.</p> <p>Customer engagement skills in the LAIS constituency include the ability to identify learner needs and to support learning.</p> <p>Public library services are becoming community learning hubs, or one stop communities in accessing services and support. This has implications for staff who need to be trained in supporting users who access these services.</p> <p>Specific skills needs include:</p> <ul style="list-style-type: none"> ● Providing first line information ● Supporting adults with basic skills needs ● Working with groups and communities ● Inter-personal skills ● Communication skills ● Bilingual skills ● Diversity awareness ● Specific skills relating to online customer engagement 	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), <i>Libraries and lifelong learning: a strategy, 2002-4</i> (Library Association, 2001), <i>Framework for the future: libraries, learning and information in the next decade</i> (DCMS, 2003) and <i>Higher standards, better schools for all: more choice for parents and pupils</i> (DfES, 2005). <i>Listening to the Past, Speaking to the Future</i> (The Archives Taskforce, 2004) stressed the importance of reaching out to new user groups not currently engaged with the sector. It emphasised the role of archives in supporting and enhancing teaching and learning. A 2005 report <i>Barriers to Entering Careers in Museums, Libraries and Archives</i> identified a number of groups currently under-represented in the LAIS workforce including people from minority ethnic groups.</p> <p>The LLUK employer survey (2006) showed that 23% of English employers reported a lack of transferable skills including communication and bilingual skills in applicants for paraprofessional roles. 17% reported that applicants for professional roles lacked these skills.</p> <p>Approximately one in ten employers said applicants for professional and paraprofessional roles lacked employability skills including customer engagement skills. 12% said current professional and paraprofessional staff lacked these skills.</p> <p>One third of employers reporting that existing professional staff lacked transferable skills including communication and bilingual skills.</p> <p>The vast majority of English employers expected the demand for transferable skills including communication, language, customer services and problem solving skills to increase over the next 5-10 years.</p> <p>An isNTO report (2000) found that 34% of employers believed existing staff had the necessary customer care skills. A 2003 isNTO report found that 44% of employers felt their existing staff had the skills required to meet future need for customer care skills. More than half of employers felt this skills gap should be addressed by training existing staff. Only</p>	<p>There was little evidence of provision that directly addressed these skills needs within the LAIS context.</p>

	one fifth of employers believed new staff should be recruited.	
What does it mean in WBL?		
Employers reported skills needs for dealing with a diverse range of learners. This skills issue affects all staff who have direct contact with learners. Specific skills needs include people-handling skills and ability to respond to both employer and learner needs. Skills that specifically apply to the teaching and supporting of younger learners include behaviour management, classroom management and education around employment skills.	Relevant policy literature includes Lord Leitch’s Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and <i>Further education: raising skills, improving life chances</i> (DfES, 2006). <i>Disability Discrimination Act and Work-Based Learning</i> (LSDA, 2006) stated the need to build capacity across the WBL sector to create opportunities for all young people with learning difficulties and/or disabilities who match the common entry criteria. Approximately one third of English employers reported that professional, support and administrative staff lacked transferable skills, including communication and bilingual skills.	No provision for the development of learner/customer engagement skills was identified for WBL staff.
SKILLS PRIORITY – RECRUITMENT and RETENTION		
What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
This skills issue particularly affects professional and support staff. Employers reported difficulties in attracting and retaining suitable applicants to occupations across the CLD constituency. They also identified a range of constraints in recruiting staff into the CLD constituency, including the high proportion of positions that are part time, low pay compared with other sectors, lack of clearly specified training routes in some occupations and limited resources available for training in some organisations. Specific occupations affected by skills shortages include Youth community officers, Youth support workers, Parent support workers, Trainers, Skills for Life tutors and Family learning tutors. Anecdotal evidence suggests there are recruitment problems for other community learning and development workers across the CLD constituency.	Relevant policy literature includes Lord Leitch’s Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005). <i>Working Together</i> (LSC, 2003) which emphasised the role of the voluntary and community service as a key partner and contributor to LSC objectives, particularly in relation to widening participation. <i>Youth Matters</i> (DfES, 2005) emphasised the role of Local Authorities in commissioning and delivering support and activities for young people, and in providing information, advice and guidance. Other policy changes and initiatives have contributed to an increased demand for specific occupations within CLD. For example, <i>Every Child Matters</i> (DfES, 2003) prompted a marked increase in demand for parenting training practitioners. In the 2006 LLUK employer survey more than half of English employers reported difficulties in attracting suitable applicants to fill professional and support professional vacancies.	HE offered a number of programmes suitable for youth workers, most of which also focus on community work. The number of learners taking foundation degrees relating to youth work in England is increasing rapidly. Youth work programmes are often not endorsed by the NYA. Greater coordination of stand-alone programmes may be required to ensure quality. The majority of enrolments in youth work provision are in FE. There was very little evidence of provision for family and parenting related activities. Levels of provision declined rapidly in England in 2004/05. Analysis of learners enrolled on Community Learning and Development provision in 2004/05 showed that half of provision was delivered in Higher Education institutions, with approximately 40% of provision delivered in Further Education colleges and the remaining 10% delivered by

	<p>42% reported that applicants to professional roles lacked specialist professional and technical skills, including specialist CLD skills such as ability to engage with people in a learning context and working with individuals and/or communities to identify needs, aspirations and goals. 49% felt applicants for support roles lacked specialist professional and technical skills. 10%-18% reported that applicants to professional and support roles lacked transferable skills including ability to engage and communication skills.</p> <p>66% expected the demand for professional staff to increase over the next 5-10 years. 68% expected the demand for support professional staff to increase.</p> <p>Employers surveyed by phone identified shortages in transferable skills (ICT) and wider employability skills (team working and customer services) for professional and administrative occupations.</p>	<p>Work-Based Learning providers.</p>
<p>What does it mean in FE?</p>		
<p>This skills issue affects teaching staff at NVQ level 4 and above.</p> <p><i>Incentive Shortage Subject Funding</i> (Pye Tait, 2006) identified recruitment and retention difficulties for teaching staff in these subject areas:</p> <ul style="list-style-type: none"> • Construction (plumbing, joinery, carpentry) • Engineering (electrical, mechanical, refrigeration) • ICT (specialised areas rather than basic/general ICT) • Science (pure and applied) • Business administration, accountancy and management (law) • Health and social care (social care, psychology, early years, childcare) <p>Employers and stakeholders in England indicated recruitment problems associated with NVQ Assessors.</p> <p>A 2006 study undertaken by the AOC showed that 62% of respondent colleges currently had vacancies for management staff.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>Success for all: reforming further education and training</i> (DfES, 2002), <i>Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector</i> (DfES, 2004), <i>Learning and skills: the agenda for change</i> (LSC, 2005) and <i>Further education: raising skills, improving life chances</i> (DfES, 2006).</p> <p>In the 2006 LLUK employer survey 52% of English employers indicated that they experienced difficulties in recruiting professional staff at level 4 and above. Applicants to professional roles were most likely to lack specialist professional, technical and practical skills. 48% of English employers reported skills shortages in this area, including subject specific skills and knowledge and teaching and pedagogical skills. Skills shortages were most commonly reported for professionals and at NVQ level 4 in recruiting both professionals and managers.</p>	<p>Instances of teacher training designed for specific subject areas in FE are very rare except for ESOL, literacy and numeracy. There is evidence to suggest that recruitment efforts should focus on attracting professionals from the relevant industries who can take further qualifications as appropriate to enable them to teach the subject in the FE sector.</p> <p>No provision was identified that meets the skills needs of technical support staff within the FE sector.</p> <p>There was very little provision available for leadership and management within an FE context although such provision does exist in relation to the wider post-compulsory context.</p> <p>There was provision for teaching support professionals in HE and particularly in FE. The majority of provision was focused on adult</p>

<p>The inability of the FE sector to match the salaries offered by schools and industry was identified as a significant barrier to recruitment.</p> <p>Specific skills required include subject specific knowledge and experience and teaching and pedagogical skills.</p> <p>The demand Skills for Life provision has generated an increased need for Literacy and numeracy and ESOL teachers, tutors and trainers, Learning support assistants and Learners with learning difficulties or disabilities (LLDD) tutors.</p> <p>The specific skills for teaching literacy, numeracy and ESOL include:</p> <ul style="list-style-type: none"> • Teaching skills • Planning learning programmes • Assessing learning • Language awareness <p>Employers and stakeholders reported a need to improve overall levels of literacy and numeracy among existing staff.</p> <p>There are recruitment difficulties for certain types of support staff, including IT technicians and guidance workers, owing to inability to compete with salaries offered in the private and wider public sector.</p>	<p>58% expected the demand for professional staff in FE colleges to increase over the next 5-10 years.</p> <p>Shortages were also reported for support/associate professionals.</p>	<p>literacy, numeracy and ESOL and there was a high demand for this provision. There was also an increasing volume of teacher training with a focus on basic skills delivered through FE. HE offered little basic skills training.</p> <p>There was little evidence of contextualised provision for gaining current industry experience, updating vocational courses and developing a wider range of teaching and learning support skills.</p>
<p>What does it mean in HE?</p>		
<p>This issue affects lecturers, research staff and other academic and teaching professionals at NVQ level 4. The skills required are specialist professional and technical skills followed by more general skills including communication.</p> <p>There are a number of skills shortages in specific subject areas, including:</p> <ul style="list-style-type: none"> • Business and management • IT • Economics • Electronics • Law 	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), <i>The future of higher education</i> (DfES, 2003) and the <i>Higher Education Act</i> (HMSO, 2004).</p> <p>Employers reported difficulties in recruiting management staff at Level 4 and in recruiting support/associate professional staff and those in administrative occupations.</p> <p>86% of employers reported that they were very satisfied or satisfied with the quality of new academic professional recruits.</p> <p>Participants in future scenarios workshops anticipated</p>	<p>Instances of training for teaching and academic practice designed for specific subject areas in HE are rare except in health and social care. There is evidence to suggest that recruitment efforts should focus on attracting professionals from the professions or from advanced studies and on ensuring that they have the necessary skills for entry into academia.</p> <p>Very few programmes relating to management and leadership within HE were identified.</p> <p>No specialist provision for HE technicians at level 4 was identified.</p>

<ul style="list-style-type: none"> • Medicine • Teacher Education (FE and HE) <p>Many of these occupations are in strong demand in the private and broader public sector and the market for skilled academic staff is becoming increasingly internationalised. HEIs face strong competition from overseas in attracting skilled professionals.</p> <p>Demand for academic staff is projected to increase by up to 25% over the next 5-10 years. Subject areas anticipating the largest growth in academic staff are medicine, biological sciences, engineering and social policy.</p>	<p>increasing demand for associate professionals responsible for supporting learning. Growth in use of ICT may reduce the demand for administrative staff.</p>	
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What does it mean in LAIS?		
<p>Employers reported difficulties in recruiting skilled applicants for a number of professional roles in the workforce.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), <i>Libraries and lifelong learning: a strategy, 2002-4</i> (Library Association, 2001) and <i>Framework for the future: libraries, learning and information in the next decade</i> (DCMS, 2003).</p> <p>Stakeholders in the archives workforce identified a generational aspect to these issues. Few people are currently learning traditional archives skills that continue to be required by the workforce. In 5-10 years many older staff will leave the workforce and there will be few people with the specific skills to replace them.</p> <p>Employers also reported difficulties in attracting skilled professionals owing to the poor public image of the sector.</p> <p>Four in ten English LAIS employers reported that applicants to professional roles lacked specialist technical and professional skills. 26% felt that paraprofessionals lacked these skills.</p> <p>Employers identified shortages at NVQ level 2 for manual staff. Those contacted by phone highlighted shortages in ICT skills.</p>	<p>HE programmes for the LAIS constituency are broadly aimed at new entrants to professional roles and cater for each of the 3 career pathways – librarianship, archives and information/records management. 5 HEIs in England were identified as offering programmes specific to libraries; only 1 offers a qualification in archive work. There is an increasing diversity of undergraduate provision in information management, comparatively little of which is accredited by CILIP.</p> <p>Enrolments on LAIS specific programmes offered by FE declined by 32.7% between 2003/04 and 2004/05. FE provision is predominantly at NVQ levels 2 and 3 and is aimed at staff already in post, typically in support roles.</p>
What does it mean in WBL?		
<p>Employers reported recruitment and retention difficulties for skilled staff in these subject areas:</p> <ul style="list-style-type: none"> • Engineering • Science • Technical • Construction (plumbing, joinery, carpentry) • Health and Social Care <p>Occupational groups most affected are teachers, tutors, instructors, trainers, assessors and internal verifiers.</p> <p>These difficulties are exacerbated by an overall rise in demand for the WBL workforce. At the same time, increased emphasis is placed on individual providers developing specialist skills.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and <i>Further education: raising skills, improving life chances</i> (DfES, 2006).</p> <p>Half of English employers reported experiencing difficulties recruiting professional staff with professional, technical and practical skills, including teaching and subject specific knowledge and experience. 44% said that applicants for support and technical roles lacked professional, technical and practical skills.</p> <p>64% indicated that they expected the demand for professional, support and technical staff to increase over the next 5-10 years.</p>	<p>There is a substantial volume of provision for practitioners of assessment or verification activities. This is primarily available in FE. Enrolments on this provision declined between 2003/04 and 2004/05 by 7.6% but the take-up of awards in assessment provision increased over the same period.</p> <p>Anecdotal evidence suggests there is a high volume of constituency specific assessment and verification provision delivered within WBL itself.</p> <p>Provision for management training is available in one HEI and there is a significant volume of provision for management/ coordination of</p>

<p>Studies have highlighted specific difficulties in recruiting and retaining qualified staff, including low salaries in the sector, its relatively poor image and the perceived lack of career progression.</p> <p>Specific skills needs are subject specific skills and knowledge and teaching and training skills.</p> <p>Skills for Life - employers reported recruitment and retention problems and internal skills gaps for adult literacy, numeracy and ESOL staff.</p>	<p>Some employers reported difficulties in recruiting new staff with appropriate transferable skills. Approximately one fifth said people applying for professional and support professional roles lacked transferable skills.</p> <p>English employers were most likely to report shortages among organisational managers, with fewer shortages among professionals at NVQ level 4 than in the other UK home countries.</p> <p>Participants in future scenarios workshops anticipated a growing demand for middle managers, professionals and support staff.</p>	<p>learning and development offered by FE.</p> <p>There was little evidence of provision designed to support the delivery of basic skills in a WBL setting or to update industrial practices.</p> <p>Completion and achievement rates for WBL provision delivered through FE are low.</p>
<p>SKILLS PRIORITY – ICT</p>		
<p>What does it mean in CLD?</p>	<p>Stage 1 evidence – skills (including policy drivers of the skills)</p>	<p>Stage 2 evidence - training</p>
<p>Two stakeholders from the voluntary sector indicated that both generic and specialist ICT skills gaps were evident at all levels across the sector. This included basic ICT skills that are necessary to operate in the electronic business world.</p> <p>Employers in the family learning sector identified a need for e-skills awareness to enhance the reputation of family learning and to enable innovative ways of delivering training and learning opportunities. They also identified an issue associated with access to ICT infrastructure for their staff.</p>	<p>Relevant policy literature includes Lord Leitch’s Report <i>Prosperity for all in the global economy: world class skills</i> (2006), the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005) and <i>Youth matters: next steps</i> (DfES, 2006). <i>Campaigning and Consultation in the Age of Participatory Media</i> (NCVO’s Third Sector Foresight project and the Hansard society, 2006) highlighted how technological change is altering the way voluntary and community organisations work. The report noted that a widening range of ICT applications is increasingly available to help voluntary and community organisations to communicate and consult with stakeholders. It forecast that voluntary organisations would need new skill sets and resources, with support and guidance, to help them take advantage of ICT.</p> <p>Employers contacted by phone identified shortages in transferable skills, particularly ICT, for professional and for administrative occupations.</p>	<p>In the UK 2 programmes were identified as relating to ICT within a CLD context. These were:</p> <ul style="list-style-type: none"> • Information Technology and Child, Young Person and Family Studies • Family Learning and Information and Communication Technology (ICT) <p>There was minimal take-up for these programmes but HE offers abundant ICT related provision that is likely to be suitable for a CLD context.</p> <p>No CLD specific provision was identified in FE but FE offers abundant ICT related provision that is likely to be suitable for a CLD context.</p> <p>Employers expressed concerns over FE delivery, including a suggestion that higher level qualifications (NVQ level 4), flexible delivery and the value of experience in the CLD constituency should be taken into account.</p>
<p>What does it mean in FE?</p>		

<p>No issues specific to the FE constituency were identified.</p>		
<p>What does it mean in HE?</p>		
<p>This issue affects those employed as technicians and in other technical support roles at NVQ level 4.</p> <p>The role of technician in HE has changed considerably over the last 5-10 years with the development of new technologies and concomitant changes in the nature of scientific research. Outsourcing technical support services, increased computerisation and automation have impacted further on the organisation and nature of technical support roles.</p> <p>Skills needs include specialist technical and practical skills including IT skills.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), <i>The future of higher education</i> (DfES, 2003) and the <i>Higher Education Act</i> (HMSO, 2004).</p> <p>Employers identified a current skills gap for technical staff working in HEIs. HE employers and stakeholders reported that technical and learning support staff, administrative staff and manual staff all have skills needs relating to ICT.</p>	<p>There was no evidence of constituency specific provision in ICT.</p> <p>No specialist qualifications were identified for technicians at level 4.</p>

What does it mean in LAIS?		
<p>This skills gap affects all management, professional, paraprofessional and administrative staff.</p> <p>The LAIS constituency is extending its traditional role in society as lending and information service providers, and is already utilising the benefits of ICT in general with high levels of ICT hardware use and training provided to staff, along with internet training. In a constituency now heavily dependent on ICT, LAIS staff require skills updating in order to keep pace with technological change.</p> <p>Employers and stakeholders identified the following specific skills needs:</p> <ul style="list-style-type: none"> • Digitisation • Management of metadata • Database building • Developing e-libraries and collections • Basic ICT skills • Advanced ICT user • ICT systems development • Web management and web content • Support of general users of basic ICT • Using ICT to help develop learner needs based training <p>There is an evolving need for skills related to the management of digital information. These draw on traditional libraries, archives and information services skills in a more modern context.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), <i>Libraries and lifelong learning: a strategy, 2002-4</i> (Library Association, 2001), <i>Framework for the future: libraries, learning and information in the next decade</i> (DCMS, 2003),</p> <p>Employers contacted by phone identified particular shortages in ICT skills.</p> <p>Stakeholders identified as priorities the development of professional/technical/ practical skills such as building databases, digitisation and digital content creation and transferable skills, particularly ICT.</p> <p>The 2003 isNTO report <i>Skills Foresight into the Information Services Sector</i> found that employers took diverse views on the means of addressing ICT skills with 28% favouring training existing staff, 18% wishing to recruit new staff and 17% in favour of outsourcing to consultants.</p> <p>Participants in future scenarios workshops anticipated a growing demand for ICT skills.</p>	<p>Beyond what is embedded in course design for associated programmes available through HE and FE, there was little evidence of provision that could address these skills needs with customised provision.</p>
What does it mean in WBL?		
<p>WBL employers and stakeholders identified skills needs for ICT user skills and the delivery of e-learning, including e-assessment needs.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006) and <i>Further education: raising skills, improving life chances</i> (DfES, 2006).</p> <p>Participants in future scenarios workshops anticipated that all WBL staff will require transferable skills including ICT skills.</p>	<p>There was no evidence of constituency specific provision in ICT.</p>

ANNEX J: ENGLAND REGIONS EVIDENCE BASE

The following tables illustrate findings from the Stage1 -3 work which were specific to a region – the information presented in this Annex is not exhaustive and is based on sample meetings held in every region.

EAST MIDLANDS

Skills priority	What does it mean?	Stage 1 evidence – skills	Stage 2 evidence –training
LEADERSHIP and MANAGEMENT	<p>CLD - Family learning employers identified skills needs for information management, contract management and positioning skills.</p> <p>HE - employers identified skills needs for talent and succession management, performance management and income generation. Skills needs were also identified relating to winning bids, attracting international students, employer engagement and sales and marketing. One employer in the East Midlands reported that the skills needs particularly affected middle management staff and those aspiring to senior management roles.</p>	<p>HE - Management staff in the East were less likely to have level 4 qualifications.</p>	<p>CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 4 HEIs, primarily at NVQ level 4 programmes and 10 FE institutions, primarily at NVQ levels 2-4 in the region.</p> <p>HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 6 HEIs in the region.</p>
SKILLS RELATED to LEARNING	<p>No issues specific to this region were identified.</p>	<p>FE - the East Midlands is one of three English regions with the lowest proportion of its workforce holding teaching qualifications.</p>	<p>FE - FE and HE are the principal providers of training for this constituency. There are 2 HEIs + 32 FE colleges offering FE based provision in the East Midlands</p>
RECRUITMENT and RETENTION	<p>FE - Employers said they experienced particular difficulties in recruiting construction, engineering and health & social care staff. They also had difficulties recruiting higher level IT creative staff e.g. games development.</p> <p>WBL - Employers in the East Midlands reported recruitment difficulties for Engineering and other craft occupations. ESOL/Essential skills employers identified shortages for ESOL and skills for life tutors, bilingual tutors, and tutors with the ability to identify learning styles and needs.</p>		<p>FE - FE and HE are the principal providers of training for this constituency. There are 2 HEIs + 32 FE colleges offering FE based provision in the East Midlands</p> <p>WBL - FE is the principal provider of training for this constituency. There are 10 FE colleges offering WBL based provision in the East Midlands.</p>

- Any other relevant information specific to East Midlands

- Relevant regional policy literature for the East Midlands includes the East Midlands Employment, Skills and Productivity Partnership's *Action Plan* (2005) and the East Midlands Development Agency's *A flourishing region: regional economic strategy for the East Midlands 2006-2020* (2006).
- No regional issues specific to the LAIS constituency were identified in the East Midlands. Training for the LAIS constituency is principally provided by FE and HE. There are 2 HEIs and 6 FE colleges offering LAIS based provision in the region.

EAST OF ENGLAND

Skills priority	What does it mean?	Stage 1 evidence – skills profile and skills needs	Stage 2 evidence – current training provision
LEADERSHIP and MANAGEMENT	<p>CLD - Adult and community learning employers reported skills needs for supervisory skills. One Adult and Community Learning employer identified skills needs for project management and leadership. This includes setting targets and monitoring progress. One employer identified skills need for business skills and leading and managing change.</p> <p>FE - Employers reported a need for more structured and focused training for middle managers.</p> <p>LAIS - one employer identified future skills needs for event management, and the ability to commission and plan for a diverse range of services. One employer reported that the main skills gaps for the archives and local studies workforce were financial management, political and strategic management, bid writing and fundraising. One employer identified a future skills need for succession planning. One employer indicated that it would be necessary to increase the number of middle management posts in the future.</p> <p>WBL - employers identified a need for marketing skills.</p>		<p>CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 3 HEIs, primarily at NVQ level 4 and 9 FE institutions, primarily at NVQ levels 2-4 in the region.</p> <p>FE - FE and HE are the principal providers of training for this constituency. There are 2 HEIs + 27 FE colleges offering FE based provision in the East of England.</p> <p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. No HEIs and FE colleges offering LAIS based provision were identified in the East of England.</p> <p>WBL - FE is the principal provider of training for this constituency. There are 7 FE colleges offering WBL based provision in the East of England.</p>
SKILLS RELATED to LEARNING	<p>FE - employers stated that ICT support staff required customer service skills, learner focused skills and progression into teaching and teaching roles.</p>	<p>FE - the East of England is one of three English regions with the lowest proportion of its workforce holding teaching qualifications.</p> <p>HE - Employers indicated that technical staff had different levels of training needs in their specialist area</p>	<p>FE - FE and HE are the principal providers of training for this constituency. There are 2 HEIs + 27 FE colleges offering FE based provision in the East of England.</p> <p>HE - Training for all occupations in this constituency is principally supplied by HE and is</p>

			primarily at NVQ level 4. There are 5 HEIs in the region.
LEARNER ENGAGEMENT/ CUSTOMER ENGAGEMENT	<p>FE - employers stated that ICT support staff required customer service skills and learner focused skills.</p> <p>LAIS - One employer reported skills gaps in the archives and local studies workforce for specific areas of customer engagement including engaging with schools and young people, basic skills and family learning. They also identified skills needs for teaching skills and experience in order to engage with the needs of teachers and pupils and to deliver in-house staff training. One employer reported skills needs for diversity awareness and skills in engagement, partnership and advocacy. In addition, senior staff required community outreach skills and networking skills.</p>	<p>HE - Employers indicated that technical staff required 'soft' skills including customer relations.</p> <p>WBL - providers reported a specific skills need for supporting learners with dyslexia. This was particularly an issue in rural areas. There were also specific issues associated with delivering learning to migrant workers who have language barriers.</p>	<p>FE - FE and HE are the principal providers of training for this constituency. There are 2 HEIs + 27 FE colleges offering FE based provision in the East of England.</p> <p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. No HEIs and FE colleges offering LAIS based provision were identified in the East of England.</p> <p>HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 5 HEIs in the region.</p> <p>WBL - FE is the principal provider of training for this constituency. There are 7 FE colleges offering WBL based provision in the East of England.</p>
RECRUITMENT and RETENTION	<p>CLD - Youth work employers reported that they experienced difficulties in recruiting qualified staff at all levels. The recruitment difficulties were particularly marked for youth community officers and youth support workers.</p> <p>FE - Employers reported specific shortages for learning support assistants and specialist tutors for students with learning difficulties and/or disabilities (LLDD). They also indicated that the shortage of numeracy teachers was critical and that numeracy teacher training was limited. Employers reported that there were problems with retaining and progressing good ICT support staff.</p> <p>LAIS - One employer reported difficulties in recruiting qualified staff to vacant posts. One employer reported that it was becoming increasingly difficult to recruit archivists, conservators and local studies librarians. One employer identified a future skills need for</p>	<p>FE - Employers in the East of England reported recruitment shortages in construction, engineering and specialist ICT roles; Other areas affected by recruitment shortages were specialist land-based subjects e.g. veterinary nursing, animal care.</p> <p>WBL - Employers stated that they require their staff to be multi skilled. Staff need to have teaching skills, assessing skills and occupational qualifications.</p>	<p>CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 3 HEIs, primarily at NVQ level 4 and 9 FE institutions, primarily at NVQ levels 2-4 in the region.</p> <p>FE - FE and HE are the principal providers of training for this constituency. There are 2 HEIs + 27 FE colleges offering FE based provision in the East of England.</p> <p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. No HEIs and FE colleges offering LAIS based provision were identified in the East of England.</p> <p>WBL - FE is the principal provider of training for this constituency. There are 7 FE colleges offering WBL based provision in the East of England.</p>

	archivists with digital preservation skills.		
ICT	CLD - youth work employers reported that the existing qualification training routes did not fully provide graduates with sufficient skills in ICT.		CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 3 HEIs, primarily at NVQ level 4 and 9 FE institutions, primarily at NVQ levels 2-4 in the region.

- **Any other relevant information specific to East of England**
- Relevant regional policy literature for the East of England includes *A shared vision: the regional economic strategy for the East of England* (East of England Development Agency, 2003).

GREATER LONDON

Skills priority	What does it mean?	Stage 1 evidence – skills profile and skills needs	Stage 2 evidence – current training provision
SKILLS RELATED to LEARNING	No issues specific to Greater London were identified.	FE - Greater London is one of three English regions with the lowest proportion of its workforce holding teaching qualifications.	FE - FE and HE are the principal providers of training for this constituency. There are 9 HEIs and 43 FE colleges offering FE based provision in Greater London.
RECRUITMENT and RETENTION	No issues specific to Greater London were identified.	HE - academic staff in London were less likely to have attained qualifications at NVQ level 4 or above.	HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 18 HEIs in the region.

- **Any other relevant information specific to Greater London**
- Relevant regional policy literature for Greater London includes *Sustaining success: developing London's economy* (London Development Agency, 2005) and the London Skills Commission's Regional Skills Action Plan *World class skills for the global city: the London Skills Commission regional skills prospectus for 2005-6* (2005).
- **CLD** - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 7 HEIs and 22 FE colleges.
- **LAIS** - Training for the LAIS constituency is principally provided by FE and HE. There are 4 HEIs and 1 FE college offering LAIS based provision in Greater London.
- **WBL** – HE and FE are the principal providers of training for this constituency. There are 4 HEIs and 5 FE colleges offering WBL based provision in Greater London.

NORTH EAST

Skills priority	What does it mean?	Stage 1 evidence – skills profile and skills needs	Stage 2 evidence – current training provision
SKILLS RELATED to LEARNING	No issues specific to North East were identified.		FE - FE and HE are the principal providers of training for this constituency. There are 2 HEIs and 14 FE colleges offering FE based provision in North East.
RECRUITMENT and RETENTION	No issues specific to North East were identified.		HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 4 HEIs offering HE based provision in the region.

- No skills priorities specific to this region were identified.
- **Any other relevant information specific to the North East**
- Relevant regional policy literature includes *Leading the way: regional economic strategy, 2006-2016* (One NorthEast, 2006).
- **CLD** - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 3 HEIs and 8 FE colleges in the North East.
- **FE** - FE and HE are the principal providers of training for this constituency. There are 2 HEIs + 14 FE colleges offering FE based provision in the North East.
- **HE** - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 4 HEIs offering HE based provision in the North East.
- **LAIS** - Training for the LAIS constituency is principally provided by FE and HE. There is 1 HEI and 1 FE college offering LAIS based provision in the North East.
- **WBL** - FE is the principal provider of training for this constituency. There are 4 FE colleges offering WBL based provision in the North East.

NORTH WEST

Skills priority	What does it mean?	Stage 1 evidence – skills profile and skills needs	Stage 2 evidence – current training provision
LEADERSHIP and MANAGEMENT	<p>CLD - Youth work employers identified skills needs for supervision skills. Youth workers often work remotely and the transfer of information about the client based is conducted during 'supervision' with an individual in a 'regular review' situation. Youth workers at level 3 and above require these skills. Other skills needs identified included skills in promoting and marketing which will be required for future capacity building and attracting young people and adults into youth work. A family learning employer identified skills needs for facilitating and chairing multi-agency meetings.</p> <p>Two family learning employers identified skills needs for multi-agency working and promotional and marketing skills. Employers in the voluntary and community sector reported skills needs for partnership building and the ability to build communities. One employer in the voluntary sector stated that business related skills are becoming increasingly important with the increased focus on procurement and commissioning. This includes negotiation skills and change management skills. Other skills needs identified included human resources, fundraising, finance, quality assurance and legal skills and/or knowledge.</p> <p>FE - One employer emphasised the importance of programme leadership including motivational and coaching skills, change management skills including succession planning and business related skills including increased efficiency in shared use of resources across FE colleges.</p>		<p>CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 8 HEIs and 20 FE colleges in the North West.</p> <p>FE - FE and HE are the principal providers of training for this constituency. There are no HEIs + 34 FE colleges offering FE based provision in the North West.</p>
MULTI AGENCY and PARTNERSHIP WORKING	<p>CLD - A family learning employer identified skills needs for facilitating and chairing multi-agency meetings. Two family learning employers identified skills</p>		<p>CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 8 HEIs and 20 FE colleges in the North West.</p>

	needs for multi-agency working and promotional and marketing skills. Employers in the voluntary and community sector reported skills needs for partnership building and the ability to build communities.		
SKILLS RELATED to LEARNING		<p>FE - the North West has the highest proportion of its workforce holding teaching qualifications</p> <p>HE - One employer reported skills gaps for building technicians, learning technologists and multi-media technicians.</p>	<p>FE - FE and HE are the principal providers of training for this constituency. There are no HEIs +and 34 FE colleges offering FE based provision in the North West.</p> <p>HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 10 HEIs offering HE based provision in the North West.</p>
RECRUITMENT and RETENTION	<p>CLD - Youth work employers reported problems in retaining youth workers, particularly those with youth work qualifications at level 2 and 3.</p> <p>FE - Employers in the North West reported shortages for hair and beauty vocational tutors and management tutors. ESOL/Essential skills - employers in the North West indicated that recruitment difficulties were for literacy and numeracy specialists.</p> <p>WBL - Employers identified retention issues for staff once they had been trained. One employer indicated that engineering and technical skills were especially competitive areas for attracting and retaining skilled staff.</p>	<p>WBL - ESOL/essential skills employers emphasised that staff needed a range of people-handling skills including an ability to respond to employers needs in addition to learners. One employer indicated that staff who have been trained to level 4 were difficult to retain as WBL cannot compete with salaries offered elsewhere.</p> <p>HE – Employers indicated that there were problems with the retention of technicians. One employer identified a potential future skills shortage for accountancy and law academic staff.</p>	<p>CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 8 HEIs and 20 FE colleges in the North West.</p> <p>FE - FE and HE are the principal providers of training for this constituency. There are no HEIs + 34 FE colleges offering FE based provision in the North West.</p> <p>WBL – HE and FE are the principal providers of training for this constituency. There is 1 HEI and 14 FE colleges offering WBL based provision in the North West.</p> <p>HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 10 HEIs offering HE based provision in the North West.</p>
ICT	FE - Employers reported skills needs for a better knowledge and application of technology among FE practitioners.		FE - FE and HE are the principal providers of training for this constituency. There are no HEIs and 34 FE colleges offering FE based provision in the North West

- **Any other relevant information specific to the North West**
- Relevant regional policy literature for the North West includes the North West Regional Skills Partnership's *North West annual statement of skills priorities 2006/07* (2005) and the North West Development Agency's *Northwest regional economic strategy 2006* (2006).
- **LAIS** - Training for the LAIS constituency is principally provided by FE and HE. There are 3 HEIs and 2 FE colleges offering LAIS based provision in the North West.

SOUTH EAST

Skills priority	What does it mean?	Stage 1 evidence – skills profile and skills needs	Stage 2 evidence – current training provision
LEADERSHIP and MANAGEMENT	<p>FE - employers reported a shortage of good business development network or unit managers with the right skills sets and knowledge. Other skills needs identified included marketing skills and developing an awareness of what is happening in the local area in the business environment.</p> <p>HE - employers indicated that management and academic staff required communication and presentation skills. Younger academic staff required report writing and budget management skills.</p> <p>LAIS - one employer identified skills needs for strategic leadership, community advocacy and community liaison skills</p>		<p>FE - FE and HE are principal providers of training for this constituency. There are 45 FE colleges offering FE based provision in the North East. No HEIs do so.</p> <p>HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 12 HEIs offering HE based provision in the South East.</p> <p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. There are 1 HEI and 3 FE colleges offering LAIS based provision in the South East.</p>
SKILLS RELATED to LEARNING	<p>LAIS - One employer reported skills needs for e-learning skills, especially in further education and higher education institutions.</p>	<p>HE - Employers identified that many support staff required basic skills training including ESOL training.</p>	<p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. There are 1 HEI and 3 FE colleges offering LAIS based provision in the South East.</p> <p>HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 12 HEIs offering HE based provision in the South East.</p>
LEARNER ENGAGEMENT/ CUSTOMER ENGAGEMENT	<p>LAIS - One employer indicated that staff required skills to interface with users on how to use collections.</p>		<p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. There is 1 HEI and 3 FE colleges offering LAIS based provision in the South East.</p>
RECRUITMENT and RETENTION	<p>FE - One employer in the South East reported recruitment shortages for business development unit managers.</p> <p>One employer in the South East reported particular recruitment shortages for carpentry, electrical and refrigeration, gas installation. They also reported shortages for early years and childcare staff.</p>		<p>FE - FE and HE are principal providers of training for this constituency. There are 45 FE colleges offering FE based provision in the North East. No HEIs do so.</p>

	<p>ESOL/essential skills - employers reported specific literacy and numeracy skills shortages in agricultural colleges and on other vocational courses. They also indicated that skills shortages were most pronounced for numeracy staff and that there was a shortage of language skills among teachers and a lack of staff qualified to level 4.</p> <p>One stakeholder in the South East region reported an increasing need for continuing professional development to update the workforce to respond to national reforms and local priorities e.g. 14-19, (embedded literacy and numeracy).</p>		
<p>ICT</p>	<p>FE - two employers reported skills gaps for ICT and e-learning skills in delivering learning.</p> <p>LAIS - One employer reported skills needs for e-learning skills, especially in further education and higher education institutions.</p>		<p>FE - FE and HE are principal providers of training for this constituency. There are 45 FE colleges offering FE based provision in the North East. No HEIs do so.</p> <p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. There are 1 HEI and 3 FE colleges offering LAIS based provision in the South East.</p>

- **Any other relevant information specific to the South East**
- Relevant regional policy literature includes the *Regional economic strategy 2006-2016: a framework for sustainable prosperity* (South East England Development Agency, 2006).
- **CLD** - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 8 HEIs and 19 FE colleges in the South East.
- **WBL** - FE is the principal provider of training for this constituency. There are 13 FE colleges offering WBL based provision in the South East.

SOUTH WEST

Skills priority	What does it mean?	Stage 1 evidence – skills profile and skills needs	Stage 2 evidence – current training provision
LEADERSHIP and MANAGEMENT	CLD - One youth work employer identified skills needs for multi-agency working including working collectively to achieve multi-agency and individual agency targets. Other skills needs identified included financial skills including setting budgets and monitoring and controlling budgets, skills in commissioning services, managing contractual processes, project management and strategic management. Adult and community learning employers reported that staff needed to be able to work with colleagues from other sectors in delivering services to individual learners/clients. Other skills needs included succession planning (relating to the ageing workforce), marketing skills and project management skills including planning and leading a project.		CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 4 HEIs and 20 FE colleges in the South West.
MULTI AGENCY and PARTNERSHIP WORKING	CLD - One youth work employer identified skills needs for multi-agency working including working collectively to achieve multi-agency and individual agency targets. Adult and community learning employers reported that staff needed to be able to work with colleagues from other sectors in delivering services to individual learners/clients.		CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 4 HEIs and 20 FE colleges in the South West.
RECRUITMENT and RETENTION	CLD - One youth work employer indicated that there was a higher turnover of youth services at a lower level but turnover reduced as staff became more highly qualified. Adult and community learning employers reported recruitment difficulties for skills for life curriculum managers and delivery staff. WBL - ESOL/Essential skills employers reported that recruitment difficulties were particularly pronounced for numeracy staff	WBL - ESOL/Essential skills employers indicated that numeracy skills shortages were being felt more than literacy skills shortages.	CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 4 HEIs and 20 FE colleges in the South West. WBL - FE is the principal provider of training for this constituency. There are 14 FE colleges offering WBL based provision in the South West.
ICT	CLD - Employers in the Personal and Community Development Learning sector		CLD - Training for all occupations in this constituency is principally supplied by HE and FE.

reported skills needs for e-enabling skills to maximise the use of technology. They also stressed the need for staff to be flexible in their use of technology.

Constituency specific training is offered by 4 HEIs and 20 FE colleges in the South West.

- **Any other relevant information specific to the South West**
- Relevant regional policy literature for the South West includes the South West Regional Skills Partnership's *Skills strategy 2006-2009* (2005) and the *Regional economic strategy for South West England 2006-2015* (South West England Regional Development Agency, 2006).
- **FE** - FE and HE are the principal providers of training for this constituency. There are 2 HEIs + 33 FE colleges offering FE based provision in the South West.
- **HE** - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 7 HEIs offering HE based provision in the South West.
- **LAIS** - Training for the LAIS constituency is principally provided by FE and HE. There is 1 HEI and 2 FE college offering LAIS based provision in the South West.

WEST MIDLANDS

Skills priority	What does it mean?	Stage 1 evidence – skills profile and skills needs	Stage 2 evidence – current training provision
LEADERSHIP and MANAGEMENT	<p>FE - future skills needs identified included auditing and developing quality assurance processes relating to Train to Gain.</p> <p>LAIS - one stakeholder identified skills needs for marketing, procurement, advocacy, partnership building, mentoring/coaching and managing own CPD. Employers in the West Midlands identified skills needs for coaching and mentoring and performance management skills including the analysis and presentation of data.</p>		<p>FE - FE and HE are the principal providers of training for this constituency. There are 3 HEIs and 37 FE colleges offering FE based provision in the West Midlands.</p> <p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. There are 2 HEIs and 2 FE college offering LAIS based provision in the West Midlands.</p>
MULTI AGENCY and PARTNERSHIP WORKING	<p>FE - One employer in the West Midlands identified skills needs relating to understanding and advocating the place of colleges in local partnerships and risk evaluation including working with others on meeting PSA targets.</p> <p>LAIS - one stakeholder identified skills needs for advocacy and partnership building.</p>		<p>FE - FE and HE are the principal providers of training for this constituency. There are 3 HEIs and 37 FE colleges offering FE based provision in the West Midlands.</p> <p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. There are 2 HEIs and 2 FE college offering LAIS based provision in the West Midlands.</p>
LEARNER ENGAGEMENT/ CUSTOMER ENGAGEMENT	<p>LAIS Employers in the West Midlands identified skills needs for online customer engagement and emotional intelligence skills including developing an understanding of how you behave/express yourself affects what you receive.</p>		<p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. There are 2 HEIs and 2 FE college offering LAIS based provision in the West Midlands.</p>
RECRUITMENT and RETENTION		<p>HE - academic staff in West Midlands were less likely to have attained qualifications at NVQ level 4 or above.</p>	<p>HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 6 HEIs offering HE based provision in the West Midlands.</p>
ICT	<p>LAIS - Employers indicated that basic skills in ICT were a priority issue. They emphasised that it is becoming increasingly important as a University entrance requirement.</p>		<p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. There are 2 HEIs and 2 FE college offering LAIS based provision in the West Midlands.</p>

- Any other relevant information specific to the West Midlands

- Relevant regional policy literature includes *Delivering advantage: the West Midlands economic strategy and action plan 2004-2010* (Advantage West Midlands, 2004) and the West Midlands Regional Skills Partnership's *Invest in skills: improve your bottom line* (2006).
- **CLD** - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 5 HEIs and 19 FE colleges in the West Midlands.
- **WBL** - FE is the principal provider of training for this constituency. There are 16 FE colleges offering WBL based provision in the West Midlands

YORKSHIRE AND HUMBERSIDE

Skills priority	What does it mean?	Stage 1 evidence – skills profile and skills needs	Stage 2 evidence – current training provision
LEADERSHIP and MANAGEMENT	<p>CLD - Community and voluntary sector employers identified skills needs for working with businesses in terms of marketing and delivering training. Other skills needs included personal skills including attitude, self-confidence, awareness of responsibility and values. Employers also indicated that the CLD workforce will require skills to broker relationships between different partners i.e. working with working with schools. Employers reported that project management, event management and development skills were required to equip staff to be more effective when working in partnerships. Other skills needs included preparing bids, managing contracts and delivery, preparing exit strategies, marketing and promotion and communicating change management.</p> <p>FE - employers in Yorkshire and Humberside emphasised the importance of change management skills and sales and marketing skills.</p>	<p>HE - Management staff in Yorkshire and Humber were less likely to have level 4 qualifications.</p>	<p>CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 6 HEIs and 15 FE colleges in Yorkshire and Humberside.</p> <p>FE - FE and HE are the principal providers of training for this constituency. There are 3 HEIs and 31 FE colleges offering FE based provision in Yorkshire and Humberside.</p> <p>HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 9 HEIs offering HE based provision in Yorkshire and Humberside.</p>
MULTI AGENCY and PARTNERSHIP WORKING	<p>CLD - Employers indicated that the CLD workforce will require skills to broker relationships between different partners i.e. working with schools. They also reported that project management, event management and development skills were required to equip staff to be more effective when working in partnerships.</p>		<p>CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 6 HEIs and 15 FE colleges in Yorkshire and Humberside.</p>
SKILLS RELATED to LEARNING	<p>FE - employers identified assessing learning as a skills gap. Additional skills gaps included questioning techniques and language awareness, lesson planning and e-learning.</p>		<p>FE - FE and HE are the principal providers of training for this constituency. There are 3 HEIs and 31 FE colleges offering FE based provision in Yorkshire and Humberside.</p>
LEARNER ENGAGEMENT/	<p>LAIS - employers reported that staff need to be more outward looking and develop community</p>		<p>LAIS - Training for the LAIS constituency is principally provided by FE and HE. There are 2</p>

CUSTOMER ENGAGEMENT	engagement skills. They also emphasised the importance of advocacy skills.		HEIs and 1 FE college offering LAIS based provision in Yorkshire and Humberside.
RECRUITMENT and RETENTION	<p>CLD - Employers reported that there are shortages of qualified youth workers in North Yorkshire due to limited and non-standard hours and a shortage of training courses in the sub-region to meet individual needs.</p> <p>FE - Employers in Yorkshire and Humberside reported particular recruitment shortages for construction, pure science and art and design. ESOL/Essential skills - employers reported particular difficulties in recruiting people to become numeracy staff. They also indicated that many teaching staff were not qualified to level 4.</p>	<p>HE - academic staff in London, West Midlands and Yorkshire and Humberside were less likely to have attained qualifications at NVQ level 4 or above.</p>	<p>CLD - Training for all occupations in this constituency is principally supplied by HE and FE. Constituency specific training is offered by 6 HEIs and 15 FE colleges in the Yorkshire and Humberside.</p> <p>FE - FE and HE are the principal providers of training for this constituency. There are 3 HEIs + 31 FE colleges offering FE based provision in Yorkshire and Humberside.</p> <p>HE - Training for all occupations in this constituency is principally supplied by HE and is primarily at NVQ level 4. There are 9 HEIs offering HE based provision in Yorkshire and Humberside.</p>

- **Any other relevant information specific to Yorkshire and Humberside**
- Relevant regional policy literature for Yorkshire and Humberside includes Yorkshire Forward's *Regional Economic strategy for Yorkshire and Humber 2006-2015* (2006) and *Regional skills alliance draft prospectus* (Yorkshire Futures, 2005).
- **WBL** – HE and FE are the principal providers of training for this constituency. There are 1 HEI and 10 FE colleges offering WBL based provision in Yorkshire and Humberside.

Skills for Business is an employer-led network consisting of 25 Sector Skills Councils and the Sector Skills Development Agency. Through its unrivalled labour market intelligence and insights from employers in all sectors of the UK economy, the network identifies change needed in policy and practice relating to education and skills development. With the influence granted by licences from the governments of England, Scotland, Wales and Northern Ireland, and with private and public funding, this independent network engages with the education and training supply-side, such as universities, colleges, funders and qualifications bodies, to increase productivity at all levels in the workforce.

Lifelong Learning UK
5th Floor, St Andrew's House,
18-20 St Andrew Street
London EC4A 3AY

Telephone: 0870 757 7890 Fax: 0870 757 7889
Information and Advice Service: 0207 936 5798
Email: enquiries@lluk.org
Web: www.lluk.org

