



Sgiliau i Weithwyr Proffesiynol sy'n Dysgu

Lifelong Learning UK

The Sector Skills Council for Lifelong Learning

Response to the Independent Review of the Mission and Purpose of Further Education in Wales in the Context of the Learning Country: Vision into Action

31 March 2007

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Lifelong Learning UK

Lifelong Learning UK (LLUK) is the independent employer led Sector Skills Council representing the lifelong learning sector.

Our key goals are to:

- reduce skills gaps and shortages
- improve productivity, business and public service performance
- increase opportunities to boost the skills and productivity of everyone in the sector's workforce
- improve learning supply

LLUK provides the strategic perspective for workforce planning and development for the sector across the four countries of the UK.

We cover those employers whose primary business is the delivery or support of learning for adults and young people outside of school. These include:

- further education;
- higher education;
- work-based learning and private training providers;
- libraries, archives and information services;
- community learning and development – which further embraces:
 - community development
 - working with parents
 - youth work
 - development education
 - community based adult learning
 - family learning
 - community education

We are the UK wide body with responsibility for defining and developing the Lifelong Learning sector's occupational standards and the Sector's Qualifications Strategy (SQS). These standards are used to inform the recruitment and professional development of our employers' staff.

Response to Independent Review of the Mission and Purpose of Further Education in Wales in the context of The Learning Country Vision into Action.

What improvements, in the context of high ambitions but a finite budget, would best ensure provision of fit for purpose, high quality education, learning and training post 14?

LLUK believes that the mission and purpose of the FE System is to:

Provide individuals, in all areas of the community/society, with the current mix of skills plus the long term desire to enter onto a lifetime continuum of learning (both informal and formal) which together will support them throughout their lives, to have the knowledge and skills, enabling them to:

- ***enter employment (immediate short term)***
- ***remain in employment (lifelong learning)***
- ***be intelligent consumers***
- ***be informed, discerning and contributing individuals, parents and citizens***

LLUK welcomes the fact that the scope of the Review is wider than FE colleges and recognises the distinct roles that all of the different lifelong learning constituencies play in supporting the skills agenda.

We look forward to a key outcome of the review being a clearly defined **strategic mission** statement and prioritised recommendations for future direction for post 14 education, learning and training, from the Department for Education Lifelong Learning and Skills (DELLS).

LLUK believes that the different constituencies within the Further Education System seek to reach learners at different levels and in different locations:

- ***Further Education Colleges:*** The 23 FE colleges and 2 FE institutions are the main deliverers of nationally recognised qualifications in Wales
- ***Work Based Learning:*** WBL assesses and/or delivers vocationally related programmes often at the employer's workplace. This function is fulfilled by private providers, publicly funded providers, further education colleges, and higher education.
- ***Community learning and Development:*** The essential functions played by the 7 strands of Community Learning and Development in the learning and skills agenda are recorded at Annex 1.
- ***Libraries, Archives and Information Services:*** Offer an accessible, free and supported route for informal/formal learning which supports studying undertaken in all other aspects of the lifelong learning sector. They have a role in increasing community based access to learning and providing information, advice and guidance services. 'The People's Network' widened the use of ICT across Wales through training library staff in the skills to support the public.
- ***Higher Education (in relation to the FE System):*** Increasingly FE is becoming a recognised delivery channel for HE designed and accredited qualifications – this has implications for the accepted skills of learning delivery practitioners. Examples of this relationship can be seen in the Scotland system where FE colleges are now referred to as Scotland's Colleges due to the high levels of HE programmes they deliver. This strategic partnership has important implications for the widening participation agenda, and the attainment of the level 4 targets set by Leitch. HE also plays a key role in 'training' the teachers/tutors/trainers and other FE System professionals.

The future knowledge and skills needs of the economy/society & Learners - Provider responsiveness (current and future) to employer, social, economic and learner need:

The **Sector Skills Agreement (SSA) Process** being undertaken by all 25 Sector Skills Councils will be a **key tool** to identify the future knowledge and skills needs of the economy.

Under a unique SSA strand entitled '**Impact Review**' LLUK has been tasked with reviewing the SSAs developed by the other 24 SSCs to identify the projected learning supply needed to address the needs each of the other sectors of the economy.

Equipped with this information, LLUK recommends when funding is specifically targeted at developing training places (such as in the recent Annual Learning and Skills Assessment 06-09 where 40,000 places on the E Skills ITQ programme were prioritised) there should be a corresponding calculation (and allocation of funding) to support the required increase in the number of practitioners capable of delivering the stated agenda.

The **underpinning role** that the Lifelong Learning Sector fulfils for every other sector of the economy, needs to be recognised/profiled/publicised to ensure due recognition for the sector's role in achieving **economic growth** for Wales.

Demographics. In his report 'Prosperity for All in the Global Economy: Final Report', Lord Sandy Leitch confirms that over 70% of the 2020 workforce in the UK has already completed compulsory education. The pedagogical/andragogical skills of engaging with and supporting older workers to learn will become increasingly essential. (CPD need)

Migrant workers and the increasingly vital role they play in our economy means their learning needs, need to be recognised e.g. the benefits of providing high level English (ESOL+) and an induction period to skilled craftspeople or professionals. (CPD need)

Technology The way in which people learn has changed dramatically over the last 10+ years. To deliver the challenging targets outlined in Learning Country: Vision into Action, or the enhanced targets set by Lord Leitch, providers will have to explore new ways of delivering learning which take account of the opportunities (and cost economies) offered by effective use of technology. However, to capitalise on technology, immediate short term investment in both resources and skills will be required.

Vocational Learning: As we seek to balance the delivery of Academic and Vocational based learning, staff need to be supported in a variety of ways to enable them to deliver vocational specialisms and maintain up to date vocational expertise. (CPD need).

Quality Expectations of Learners. As funding mechanisms change and greater onus is placed on individuals/employers to fund increasing proportions of their own learning costs, and if the Review Team agrees that the different constituencies seek to reach different learners at different levels of learning, a further conclusion should be that **the learner should be able to expect a minimum quality of learning delivery**, no matter how they access learning. LLUK believes that a **minimum agreed 'induction' level of learning delivery competence** is essential across all constituencies, particularly if the learning delivery is funded from public funds.

The workforce development of new staff (induction) and existing staff (CPD) needs to reflect these needs – and our benchmark standards in these areas need to be regularly reviewed.

The extent to which provision is, and is readily understood by potential users as, a coherent system of choices and opportunities

Lord Leitch identified a maze of c. 22,000 different qualifications to support the needs of Learners in the UK. Leitch condemned this figure and suggested that by 2010 this array of qualifications should be dramatically reduced. He suggests that this agenda should be driven forward by SSCs, thus simplifying both learner choice and demands upon IAG services.

Arising from the development of Stage 2 of our SSA – **Understanding Supply** – LLUK has mapped/identified the current learning provision targeted at our sector workforce (at a UK level and

for Wales). Action plans arising from this work will enable us to target duplications and respond to gaps in provision in Wales. This activity has been undertaken by every SSC for the sectors that they represent.

Whilst within the context of devolution, LLUK considers it essential that qualifications reform is seen as part of a UK wide agenda which is driven by the requirements of employers and the UK labour market, due to many sectors having UK wide standards of occupational performance/regulation/ or licence to practice requirements.

Learning Coach: LLUK is working with DELLS to ensure that there are appropriate levels of qualifications to support this role. However, LLUK remains concerned about the capacity of the system in Wales to fully embrace the ethos that the concept of Learning Coach is seeking to deliver. In practice, anecdotal evidence suggests that employers within the Lifelong Learning Sector suggests that the role of Learning Coach (particularly during the Pilot phases) seems to be being allocated to individuals on top of their normal job responsibilities and in some cases time constraints are therefore preventing the individual from effectively fulfilling the role of Learning Coach.

In support of the Award winning Careers Wales Online, LLUK would encourage the FE Review to examine other **Online IAG portals**, like www.iviva.com which includes career related profiling tools, access to every course available in the UK and a unique I-Portfolio service.

The workforce needs of providers and the competencies and skills needed by practitioners:

Workforce Development: Role of LLUK

Identification of Current and Future Workforce Development Needs:

We welcome the vision for teachers/tutors/trainers for Wales who are capable of deployment across subject/phase/setting. We would encourage WAG to draw together the recommendations from the Furlong review of Initial Teacher Trainer Education for Schools and the reform of Initial Teacher Training Education (Learning and Skills) occupational standards that LLUK is currently undertaking for DELLS, to enable effective Workforce Development planning for the post 14 Education, Training and Learning sector to be resourced.

Whilst outside of our core/funded remit, but due to the cohesive nature of the entire Lifelong Learning Sector in Wales, LLUK recognised the mutual benefits to be derived from working in partnership with the Practitioners' Division (DELLS) and General Teaching Council for Wales to ensure that there is synergy between the workforce development agendas for schools and post 14, with particular reference to the widening 14-19 agenda.

Where there are specific policy drivers (e.g. basic skills, economically important sectors, Learning Coach role, Welsh language, education for sustainable development and global citizenship) we would welcome working with DELLS to ensure that the practitioners are recruited and/or developed to effectively implement the policies.

The **SSA** for the lifelong learning sector needs to be identified as a key resource and opportunity. This will collect specific data and evidence on the current and future skills base of the workforce in Wales to highlight articulated needs and system data gaps. When this is mapped against existing learning provision, an Action Plan for the Sector will be developed with recommendations for further research needs. Collation of accurate Labour Market Information/Intelligence is an important part of accurate workforce development planning, yet it is fraught with difficulties due to the number of different stakeholders all working on slightly different agendas and with finite budgets. LLUK would encourage a more holistic approach to the specification and collection of workforce data in Wales, which places the needs of the SSA process centre stage. LLUK has established an agreement with DELLS Youth Work Policy Division that LLUK will write the Workforce Development employer LMI questions to go into the DELLS Youth Work Audit. The Youth Work Policy Division in effect collects information to our order, we analyse the information obtained to contribute toward our Sector Skills Agreement Process and share the data and analysis with Youth Work Policy Division. This is a good partnership model – but it should not be

interpreted as a 'no cost' option, as LLUKs contribution to this process does need to receive funding.

LLUK would welcome the opportunity of sharing copies of our SSA Stage Reports for Wales, with the FE Review Research team, as they are published during the course of the review. Following our verbal evidence to the panel on 27th March, we will share a timetable and outcomes document with the Review team. We hope that this will enable the Research team to draw on our work and build upon it, ***thus, we hope, ensuring greater mutual benefit.***

Articulation of Workforce Performance Standards:

LLUK is the occupational standard setting body for employers within the lifelong learning sector. National Occupational Standards are an excellent workforce development tool for a variety of different employer needs (including recruitment, role specifications, training and development guidance, etc) as well as forming the basis for the development of qualifications that are closely linked to UK wide employer demand. Any other body seeking to develop standards in this area will need to work closely with us.

When referring to the future curriculum offer of the FE System, LLUK would encourage the review team to reference the importance of **standards based qualifications**.

Sector Qualification Strategy:

Wales has a unique opportunity to ensure flexible career paths across all the education and training sectors are available, recruiting/retaining the best of all ages/backgrounds, thus enabling it to have a world class workforce and a supply side that is well placed to meet the needs of welsh employers and communities.

Following on from our SSA LLUK will be developing our **Sector Qualification Strategy (SQS)** which will support a coherent **framework of qualifications** (aligning to other frameworks across the UK to support labour market mobility). In the future, qualification development must support a variety of routes to learning and professional development, including use of new technologies, as appropriate, to increase access and cost effective learning delivery.

LLUK suggests that the designs of qualifications are appropriately **verified to maintain standards**. www.lifelonglearninguk.org/svuk

Induction: A minimum agreed 'induction' level of learning delivery competence is essential across all constituencies, particularly if the learning delivery is funded from public funds. In recognition of the fact that many tutors enter the lifelong learning sector following a previous career in an alternative industry, LLUK believes that the SQS should contain a credit based building block qualification, available for potential tutors to undertake either as a pre service route or as a mandatory part of induction to ensure that a basic level of competence has been obtained prior to the individual entering any kind of classroom environment.

Licence to Practice and Registration: **Licence to Practice** and **Registration** are essential tools to ensure that working in the Lifelong Learning Sector (at all levels) is a respected and valued career – which is an important part of being able to attract quality recruits. Determination of the level at which **Licence to practice** is set, is a matter for the Professionals/Employers/DELLS to agree.

As part of the SQS LLUK wish to gain agreement to build upon suggestions for an induction level entry qualification, and via credit based optional modules, enable the learner to build up to a full professionally recognised qualification that is tailored to the role they fulfil within their specific constituency. We would expect to create mutual recognition for generic modules across the lifelong learning sector.

LLUK would very much welcome the development of a **professional development body** for the whole FE system, ensuring parity of standards, and broadening the flexibility of labour market deployment within the sector (within Wales). It should be closely linked

with related bodies in the rest of the UK (UK wide Labour Market deployment) and, in due course Europe. Alongside other options we would recommend that the FE Review team look at the **Institute for Learning (IfL)**, which is an established professional membership body for the sector in England, and has growing membership in Wales. IfL was developed by LLUK in conjunction with employers.

Continuous Professional Development: Linked to the requirements of a professional body, the sector needs to articulate an accepted/mandatory CPD strategy for professional practitioners, supported by contract, for part time as well as full time staff, and carrying comparable entitlements. Critical CPD issues affecting the sector at the moment include responding to the needs of vocational qualification delivery (e.g. Lecturers into Industry schemes), responding to new Information Learning Technology (ILT), and, enhancing general pedagogical/andragogical skills including the delivery of basic/key skills.

Leadership and Management: is a key issue. In particular our workforce in Wales needs enabling structures to support their leaders and managers in responding to the rapidly changing environment. As head teachers are increasingly expected to possess a relevant qualification, and this will also shortly be the case with College Principals in England, there is a need to investigate a reciprocal position for Wales, because of the implications for UK wide labour market mobility particularly at this level of occupation (due to the reduced number of roles across the UK). Based on LLUK's Management and Leadership National Occupational Standards, University of Wales Newport offers a very popular Leadership and Management (FE) MA – this could be considered as an option.

Promotion of Careers and Recruitment Strategies, to increasingly **widen the recruitment pool** at both entry level and management/leadership roles, depends upon the FE system having access to excellent people talent that reflect the diversity of the communities/employers they serve. Talent management programmes targeting specific under represented groups have had very positive impacts on the success rates of learners.

In paragraph 35, Furlong Review of Initial Teacher Training provision in Wales (Schools) the promotion of teaching as a career of choice in Wales was identified as a cost of c. £1million per annum. In a context of over production of school teachers (due to the impact of an aging population), the Furlong review team called for a redirection of the resources to address areas where there are shortages. LLUK would suggest that, in line with shifting demographics some of this **funding** should be **diverted** into **promotion of teaching as a career in the post compulsory sector**, particularly with regard to:

- addressing the diversity of the workforce in relation to the wider population of Wales
- bringing in subject (vocational) specialists to support the growing needs of increasing important vocational pathways (LLUK/DfES – Give something back campaign)

Opportunities/Threats from England

Due to the permeability of the England/Wales border in terms of labour market mobility, LLUK would encourage the Review to understand the **opportunities and threats for the workforce in Wales** that are emerging from both the Foster Review/FE White Paper. A synopsis of LLUK's key delivery role for the FE white paper in England is submitted as a separate paper.

The development of bilingualism and promotion of equality and diversity

Our SSA research has highlighted c. 50% of lifelong learning sector employers are expressing general levels of dissatisfaction with Welsh medium skills of staff. We are aware that there are a series of interventions underway:

- Higher Education Wales (HEW) and Welsh medium teaching and development centre (University of Wales) funded by HEFCW are working to support the HE Sector Group for Welsh Medium and bilingual learning, and are working strategically on Welsh language

- delivery, research into student demand and marketing (pool resources), Course demand (collaboration of provision) and staffing (establishing a database of registered staff and),
- Whilst, within DELLS the Welsh medium vocational team have historically focussed more on the FE sector (having been established in ELWa) and have, we believe been undertaking similar work.

As our SSA has highlighting that this is a sector wide issue, LLUK would encourage the Review Team to consider the concept of a Centre for Excellence in bilingual and Welsh medium learning delivery (which embraces input from and supports all constituencies). This may well be a suggestion for LLUKs Sector Skills Agreement Action Plan. In the meantime, LLUK will be including work on Welsh medium/bilingual learning delivery in our work on occupational standards development.

The best use of scarce resources

LLUK has identified the need to work at a strategic level with DELLS to ensure that the implementation of a shared agenda does not duplicate going forward, particularly in the areas of:

- Research (including qualitative studies as well as labour market information/intelligence),
- Workforce development planning,
- Practitioner standards development, and
- Sector Qualifications Strategy development

Any reinforcement/support that the Review Team can offer LLUK in this regard would be helpful.

Summary of LLUK Key Recommendations/Requests:

- LLUK will warmly welcome a **Strategic Mission** statement which provides a clear and prioritised direction for the sector.
- Recognition of the changing demographics and the increased expectations on post 14 education, learning and training as highlighted in Leitch will result in a necessary realignment of investment funding to the FE System to ensure that the FE System can meet the future challenges.
- The **underpinning role** that the Lifelong Learning Sector fulfils for every other sector of the economy, needs to be recognised/profiled/publicised to ensure due recognition for the sector's role in achieving **economic growth** for Wales.
- LLUK wishes for **parity of professional esteem** to be recognised across the constituencies.
- LLUK would recommend that the Review Team **recognise the role of Libraries Archives and Information Services** (and the associated workforce development planning activity) within the lifelong learning workforce
- If Wales is to continue with the Annual Learning and Skills Assessment, and the suggestions regarding **priority delivery areas**, the planning and funding system must **make allowances for the associated development of the Lifelong Learning Workforce** and capacity/funding models the implications of shifting priorities.
- The emerging outcomes of **LLUK's Sector Skills Agreement process** and **Impact Review** must form a critical part of any future **Workforce Development Planning** that is devised for the sector
- The workforce development of new staff (induction) and existing staff (CPD) needs to reflect the changing skills needs of learners/economy/society
- LLUK recommend that there should be a **minimum level of induction competence** for all staff responsible for learning delivery **across every constituency**.

- LLUK would like the Review Team to profile LLUKs role in developing **a new and simplified Sector Qualification Strategy** (which takes account of the UK labour market mobility dimension) for the lifelong learning sector, including:
 - A credit based building block qualification which should be available for potential tutors to undertake either as a **pre service route or as a mandatory part of induction** to ensure that a basic level of competence has been obtained prior to the individual entering any kind of classroom environment.
 - Agreeing to build upon an induction level entry qualification, and via credit based optional modules, enable the learner to **build up to a full professionally recognised qualification** that is tailored to the role they fulfil within their specific constituency.
 - Qualifications are appropriately **verified to maintain standards**.
www.lifelonglearninguk.org/svuk
 - **Licence to Practice** and **Registration** are essential tools
 - the development of a **professional development body** for the whole FE system,
 - **Mandatory CPD strategy** backed by contractual requirements for **part time as well as full time staff**, is introduced
 - **Leadership and Management qualifications** requirements are fully considered

 - When referring to the future **curriculum offer**, reference the importance of **standards based qualifications**, for all sectors.
 - Consider the use of **enhanced on line portals** to develop the Careers Wales **Online IAG** service, to support the role of Learning Coach
 - **Redistribute surplus funding** identified by the **Furlong Review** towards the development of appropriate recruitment campaigns to support the wider needs of employers in the FE System.
 - Consider the potential economies of scale to be obtained from a **Centre for Excellence in bilingual and Welsh medium learning delivery**.
 - Highlighting the potential economies of scale to be obtained from **enhanced role clarity** between **LLUK** and aspects of **DELLS** activity.
 - LLUK would need to have an involvement with the **Implementation Plans** that effect future workforce development activity
 - That the Review Team take account of the '**Opportunities and Threats**' that Foster and the FE White Paper in England will bring to the sector in Wales.
 - As important strategic partners in post 14 education, learning and training, **that SSCs are resourced in Wales in accordance with the remit and expectations that are placed upon them**.
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Lifelong Learning UK

31 March 2007

Annex 1 – The Community Learning and Development Footprint

Community based adult learning involves all young people and adults and takes a range of contexts. It plays a major role in building social inclusion and supporting civil renewal. Those employed in this field may work face to face, and their roles include leading learning by teaching or tutoring, supporting learning through tutoring, providing guidance and facilitating learning.

Community development work assumes that within any community there is a wealth of knowledge and experience which if used in creative ways results in high levels of participation and can be channelled into collective action to achieve the community's desired goals. Community development workers work alongside people in communities in order to build relationships with key people and groups, facilitating the identification of common concerns and helping to build autonomous groups. By enabling people to act together community development workers help to foster social inclusion and equality.

Community education encompasses the lifelong range of learning needs with a close integration in approach between work with adults, young people and children, and in providing educational support with community development. Its emphasis is upon the provision of community based learning and development support for individuals and groups based around identified needs and issues.

Development education can be defined as lifelong learning that: enables people to understand the links between their own lives and those of people throughout the world; increases understanding of the economic, social, political and environmental forces which shape our lives; develops the skills, attitudes and values which enable people to work together to take action to bring about change and take control of their own lives; works towards achieving a more just and a more sustainable world in which power and resources are more equitably shared.

Family learning is essentially learning that takes place in a 'cross-generational' context. The values, attitudes and culture that learnt from our families can stay with us throughout our lives. Family learning schemes are often a second chance for parents, and grandparents to return to learning. Family learning encompasses family literacy, family numeracy, family IT, classes and activities for families, courses in parenting such as living with teenagers, playing with your child, helping children learn, dealing with your child's school, and understanding about drugs.

Parenting education is a collaborative educational approach that uses a combination of information, skills learning and the building of peer support and networks to enable parents to understand their children's and their needs better and to feel more confident and competent in their parenting. It is an approach which is relevant to all those who come into contact with children and can play a valuable part in increasing the relationship and skills and understanding of us all." The complexity of skills required by those working with parents in whatever form is very apparent not least when one considers the huge responsibility of carrying out work which will have very a major impact on peoples' lives.

Youth work offers young people both planned and spontaneous programmes of personal and social education. As part of the wider 14 – 19 agenda youth work prepares young people for life. There is a wide range of practice to meet the needs of young people including arts and drama groups, counselling, detached or street based youth work, faith based groups, information and advice centres, outreach work with disadvantaged groups, project work on health issues, school; and college based provision, uniformed groups (Scouts & Guides, Cadet Units etc), and voluntary service groups. The essence of youth work is to enable the transition from childhood to independent adult life. Thus youth work provision is a complex network of providers from community groups through local authority provision to voluntary organisations.

Annex 2 - Membership of the LLUK Panels and Advisory Groups for Wales

LLUK Wales Country Panel

Veronica Wilson	Chief Executive Council for Wales of Voluntary Youth Services
Darrel Williams	Strategic Manager - Youth Work Neath Port Talbot County Borough Council
Rob Humphreys	Director for Wales NIACE
Andrew Green	National Librarian National Library of Wales
Denise Lavis	Training & Development Adviser Cymal: Welsh Assembly Government
Alan Watkin	Chief Officer, Leisure, Libraries & Culture Wrexham Borough Council
Dr John Graystone	Chief Executive Fforwm
Jackie Doodson	Assistant Principal Planning & Standards Coleg Llandrillo
Bryn Davies	Principal Ystrad Mynach College
Helen James	Director of Higher Education Strategy and Further Education Development North East Wales Institute of Higher Education
Russell Dennis	Senior Co-ordinator Department of Lifelong Learning University of Wales Bangor
Terry Jones	Managing Director North West Training
Felicity Williams	General Secretary Wales TUC
David Hunter	Chief Executive Lifelong Learning UK
Michelle Sayers	National Manager for Wales Lifelong Learning UK
Karen Jones	Policy Adviser Higher Education Wales
Shirley R Davis-Fox	Managing Director I-SA Training

Wales Community Learning and Development Advisory Group

Veronica Wilson	Council for Wales of Voluntary Youth Services
Jim Barnaville	Community Development, Cymru
Graham Price	WEA Workers Education Association
Lynne Hill	Children in Wales
Liz Court	Community Development Foundation
Dominic Miles	Cyfanfyd
Cerys Furlong	NIACE
Mike Hughes	City and County of Swansea
Courtenay Taylor	Youth Work Division, Welsh Assembly Government
Alice Greenlees	Wales Council for Voluntary Action