



Skills for Learning Professionals

A SECTOR SKILLS AGREEMENT FOR THE LIFELONG LEARNING SECTOR

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

NORTHERN IRELAND ANNEXES

June 2007

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skills
FOR BUSINESS

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

- **Overview**

This section identified 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 was categorised according to the occupational group (for example, professional staff; administrative staff among others) that it affected. In some cases, skills issues were identified as affecting all occupational groups; in others, only a few.
- **Skills level/skills area**

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

This section highlighted 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 provided 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 provided examples of programmes and initiatives that were currently in place or in development – i.e. existing solutions to the skills issue. This section recognised 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: KEY POLICY AND STRATEGY DOCUMENTS FOR NORTHERN IRELAND

This is a list of the key policy documents in Northern Ireland:

- 'Essential skills for living: equipped for the future, building for tomorrow'(DEL, 2002)
- 'Entrepreneurship and education action plan' (DETINI, 2003)
- The Costello report – 'Future post-primary arrangements in Northern Ireland: advice from the post-primary review group' (DENI, 2004a)
- The Burns report – 'Education for the 21st century' (DENI, 2001)
- The 'Skills strategy for Northern Ireland' (DEL, 2004b)
- 'Success through skills: the skills strategy for Northern Ireland' (DEL, 2006a)
- 'Youth work: a model for effective practice' (DENI, 2004b)
- 'Northern Ireland's libraries: a framework for change' (DCAL, 2005)

Several initiatives to reform the lifelong learning system as described in the documents listed above include:

- 'Building real partnership: compact between government and the Voluntary and Community sector in Northern Ireland' (Department of Health and Social Services, NI 1998).
- 'Further education means business: a programme for implementation' (DEL, 2004a)
- 'Success through skills' (DEL, 2006a)
- 'Training for success: professional and technical training: consultation document' (DEL, 2006b)

Mapping skills to policies:

- Success Through Skills: The Skills Strategy for Northern Ireland DEL 2006
- Success Through Excellence – A Quality Improvement Strategy for the Further Education and Training System in Northern Ireland DEL 2007
- FE Means Business DEL 2006
- Delivering Tomorrows' Libraries DCAL 2006
- Libraries Deliver LISC 2006
- Strategy for the Delivery of Youth Work 2005-2008 Department of Education 2005
- State of the Sector IV NICVA 2006
- Families Matter DHSS 2007
- Essential Skills for Living DEL 2006
- Higher Education Policy DEL

ANNEX C: UK WORKFORCE PROFILE AND SUPPLY OF PROVISION

The UK workforce is 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 (this occurred in the WBL constituency and in 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 as a whole to provide a benchmark figure for the purposes of this report. Any overall estimate 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 the absence from the relevant SIC code of youth workers and other sub-groups within the constituency. Stakeholder estimates suggest that youth workers alone could account for approximately 130,000 individuals missing from the LFS total. Keeping this 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 amount 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, owing 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 definitive grand total for FE. The total workforce in 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 under-estimate, with totals of:
 - 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 recent 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 provides 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 it is acknowledged that this is 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 of the total workforce for this constituency is 136,625.

These estimates are presented in table C1 below.

Table C1: Estimates of the workforce population in lifelong learning constituencies

Constituency	LLUK Market Assessment	LFS 2005	Estimates from constituency-specific sources	Stakeholder estimates
CLD	249,000 (LFS and PAULO LMI)	152,924 (SIC 80.42, but excludes youth workers and possibly other strands)		Youth work total: 130,000 (approx) England – 9,000 paid, 6,000 volunteers (National Youth Agency 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 (Local Authority 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 (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, Northern Ireland, and LLUK estimate of number of providers) Scotland – 70-75,000 (Scottish Training Federation) Wales – 30,000 (National Training Federation, Wales)

Workforce characteristics

Various sources of data have contributed to the estimate of the total workforce within the lifelong learning sector as being in the region of 1.1–1.2 million individuals, with HE, FE and CLD being 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 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 is found in other public sectors or the economy as a whole. The least populous occupational group was sales and customer service.
- 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 LUK 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 understand the supply of provision for their sectors as something that, with the exception of in-house training, originates from outside their sector, LUK's understanding 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 were 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).

Hence the vast majority of these were supplied in England, which reflects the distribution of the workforce outlined above.

In terms of volume of the overall supply of provision, the actual supply of relevant programmes for learners was in the region of 154,000 individual learning opportunities (some individuals enrolled on more than one programme) in the UK during 2004/05. The distribution of enrolments was:

- 86.5% in England
- 1.8% in Northern Ireland
- 5.8% in each of 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, 296 of them in England. An additional 32 HE providers were identified in England, Scotland and Wales. In Northern Ireland there were 3 providers of qualifications for FE and HE. (Much provision relevant to both the further and higher education sector was identified, however).
- 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.
- 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, courses for front-line workers, awareness training and other programmes, which are relevant to workers in different occupational groups within the sector. This represented 39% of all provision taken-up during 2004/05, four-fifths of which was supplied in England, predominantly by the FE sector.

ANNEX D: NORTHERN IRELAND CLD GAP ANALYSIS CONSULTATION PAPERS

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 CLD constituency brings together seven distinct strands.

- community development work
- community education
- development education
- family learning
- personalised and community development work (formerly community based adult 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 has identified the following skills issues for the CLD workforce.

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

Overview

In 1998, the Department of Health and Social Services in Northern Ireland published *Building Real Partnership: Compact between Government and the Voluntary and Community Sector in Northern Ireland* which set out the general principles governing the relationship between government and the voluntary and community sector (VCS) in Northern Ireland. Plans for implementing the Compact were set out in *Partners for change, Government's strategy for support of the voluntary and community sector* (Department of Health and Social Services, 1998). Following on from this *Positive steps* (Department of Social Development, 2005) delineated Government's aims to improve and fully utilise voluntary and community organisations by providing targeted and strategic funding for the sector.

The 2005 Department of *Education's Strategy for Delivery of Youth Work in Northern Ireland 2005-2008* aims to guide the development of youth services between 2005 and 2008. The following four key themes were identified as part of this:

- effective, inclusive youth work;
- participation
- resources
- funding and implementation

The report asserted that one of the aims of promoting effective inclusive youth work entails developing and implementing a strategy for youth work practice:

- within the formal education sector

- within the geographic communities
- within communities of interest
- across other Government departments

The report also states that there are major difficulties in employing youth workers with suitable qualifications and in recruiting and retaining volunteers.

A recent highly significant development in Northern Ireland is the Review of Public Administration. This was an extensive examination of the administration and delivery of public services in the country which concluded in March 2006. The objective of the review is to replace existing structures with a new and more accountable public sector which will no doubt bring about a major change in the way Northern Ireland is governed. The Review covered a wide range of bodies including Library Boards.

Profile of the CLD workforce

There are no comprehensive estimates of the size and structure of the Community, Learning and Development workforce across the UK. Estimates of the size and characteristics of the voluntary and community sector workforce in Northern Ireland are derived from *State of the Sector III (NICVA, 2002)* and the NICVA Salary Survey 2001 (NICVA, 2001). LLUK will be undertaking scoping work in 2007 to identify data needs for the CLD workforce.

In 2000/01 there were an estimated 29,168 people, or 4.5% of the Northern Ireland workforce, employed in the voluntary and community sector in Northern Ireland.

More than two thirds of the voluntary and community sector workforce in Northern Ireland were female in 2000/01 (NICVA, 2001).

In 2000/01 44.8% of the voluntary and community sector workforce in Northern Ireland were working part-time, defined as less than 16 hours per week.

Increased demand for management and leadership skills

Overview/policy drivers

Employers identified management skills as a key priority for the constituency. Recent policies emphasising the role of voluntary and community organisations in delivering more public services have implications for the skills needs of the workforce. The changing demands placed on the CLD constituency are likely to combine with a range of external drivers to influence the skills necessary for the effective management and operation of organisations.

Many of these skills reflect the increasing professionalism expected within the CLD constituency in order to secure public funding and the need to demonstrate accountability and transparency. Many organisations receive government funding and in order to meet the demands of funders it is necessary to ensure adequate standards of financial reporting, accounting and report writing.

As part of the 1998 Compact, the VCS pledged to develop quality standards, involve users in development and management of services, develop systems which ensure accountability and ensure that stakeholders are regularly informed and consulted about activities. The implementation of the compact will require capacity building in some VCS organisations, particularly around the management of a voluntary workforce and the creation of accountability, consultation and monitoring systems.

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.

Occupational groups

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

Country/region

This skills issue is evident across the UK.

Skills level/skills area

The skills required include:

- financial management
- leadership skills
- project management
- managing contracts
- strategic management
- managing volunteers
- organisation governance
- business planning
- engaging the community
- business management
- marketing the organisation

- market research

The skills needs for management staff are predominantly at level 4.

Consultation work also indicated that the following were key areas:

- change management
- interpersonal skills
- HR/personnel skills
- report writing
- tenders/proposal writing
- negotiation skills
- IT
- coaching/team building

Evidence of skills needs:

- Results from the 2006 LLUK Employers' Survey show that between 29% and 31% of UK employers felt that existing management staff lacked specialist professional and technical skills. This includes skills that are specific to the CLD workforce such as building effective partnerships to enhance community learning and development and managing the work and input of others. A smaller proportion of UK employers (17% - 21%) felt that their current management staff lacked transferable skills including communication skills and bilingual skills.
- In Northern Ireland, 8%-25% of employers reported that their management staff lacked specialist professional and technical skills while 17%-25% believed that management staff lacked transferable skills.
- There was also evidence of recruitment problems for management staff at a UK level, with 23%-28% of UK employers indicating that applicants lacked specialist professional and technical skills. In Northern Ireland, employers were much less likely to report recruitment problems for management staff (11%).
- A 2004 NICVA report on the paid workforce in the community and voluntary sector in Northern Ireland found that 28% of organisations had experienced recruitment difficulties over the past year, of which 37% were defined as 'hard to fill' vacancies. The skills most frequently lacked by job applicants including strategic/business planning skills (53%), planning and organisational skills and managing volunteers (43%).
- Consultation work suggested that many managers within the sector had moved into leadership roles with little or no formal management training. Feedback also stated that the formalisation of the community necessitates the creation of systems that are fit for purpose; therefore there should be a greater emphasis on professional qualifications for business administration and financial accounting. Proposal writing skills are also key as many community organisations are short-term project funded.

What is the current provision?

- In Northern Ireland, CLD employers reported that their management staff undertook their CPD activities through a range of sources:
 - Higher Education (25%-33% of employers)

- in-house training (17% of employers)
- Further Education (8%-17% of employers)
- external training provider (8% of employers)
- various sources (8%-17% of employers)
- More than two thirds of Northern Ireland employers indicated that they were satisfied with the CPD activities undertaken by their management staff. A small proportion of employers (8%) reported that they were dissatisfied with the activities undertaken by their existing management staff. This is similar to the pattern for UK employers as a whole.
- Half of employers in Northern Ireland indicated that they made a large or very large investment in the further education and training of their existing management staff, while between one quarter and one third of employers indicated that they made a small investment.

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

Overview/policy drivers

Employers reported difficulties in attracting suitable applicants to occupations across the CLD constituency. The recruitment problems are exacerbated by a growing demand for skilled CLD staff.

Occupational groups

This skills issue particularly affects professional and support staff.

Specific occupations affected by skills shortages include:

- youth community officers
- youth support workers
- parent support workers

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

Country/region

This issue is evident across the UK.

Skills level/skills area

Employers and stakeholders identified the following skills needs for the CLD 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 learning and development opportunities
- engaging with communities to achieve reconciliation (in Northern Ireland).
- knowledge and experience of working in the CLD sector.

Employers also emphasise the importance of formal qualifications in meeting government targets and improving the status of the workforce.

The skills needs for the CLD workforce are predominantly at level 4 and above for professional staff. In contrast, the skills needs for support professional staff are at level 2 and above.

Evidence of skills needs:

- Findings from the 2006 LLUK Employers' Survey show that 42% of UK employers experienced difficulties in recruiting professional staff with specialist professional and technical skills. A similar proportion experienced difficulties recruiting support staff with these skills (45%). 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.
- In Northern Ireland, employers were more likely to experience recruitment problems for support staff with specialist professional and technical skills (33%), with lower proportions indicating they experienced difficulties recruiting professional staff (22%).

- A small proportion of UK employers reported that applicants to professional and support roles lacked transferable skills including the ability to engage and communication skills (10% - 15%). The figures for Northern Ireland employers were 11% and 6%.
- More than six in ten UK employers (61%) expected the demand for professional staff to increase over the next five to ten years. Similarly, 64% expected the demand for support professional staff to increase.
- In Northern Ireland, employers were less likely to believe that the demand for professional staff would increase (33%). However, half of Northern Ireland employers surveyed expected that the demand for support staff would increase.
- A 2004 NICVA report on the paid workforce of the voluntary and community sector in Northern Ireland found that 28% of respondent organisations had experienced difficulties in recruiting new employees over the past twelve months.
- The report went on to state that the main reason for recruitment difficulties was an insufficient number of applicants. Almost half of organisations with hard to fill vacancies cited the quality of the applicants as a major reason for recruitment difficulties. More than four fifths of organisations who experienced recruitment difficulties cited an insufficient number of applicants as the reason why they were having difficulties.
- Consultation work suggested that CLD, including key strands such as Youth Work and working with parents, was not the career of choice that individuals had trained for but something they that had entered from a social care background. Therefore, many recruits were not fully qualified and organisations had to promote or recruit the best available people and then improve their capabilities through professional qualifications or short courses. It was stated that this is also the case for support staff, who need better skills in relation to ICT and administration, specifically related to European and UK funding.

What is the current provision?

Higher Education provision

In 2004/05, there were 61 providers in Higher Education institutions delivering provision relevant to the CLD workforce. 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)

Across the UK almost two thirds of learners enrolled on provision relevant to the CLD workforce were enrolled part time. The only exception to this is in Scotland, where 70% of learners were enrolled full-time.

Further Education provision

In 2004/05 there were approximately 6,100 enrolments in Further Education colleges on qualifications relevant to the CLD workforce (this figure may include learners enrolled on more than one course). Of these:

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

- 6% were in Northern Ireland

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?

Other skills issues

Consultation work brought attention to other skills issues for the CLD constituency:

- ICT
- partnership working
- tutoring
- literacy, numeracy and ESOL

ICT

The use of ICT from the basic level through to design of IT systems was perceived to be an important area. For example, it would be beneficial to organisations to have community websites and good quality databases. A well thought out IT strategy to improve efficiency. would also be useful as many of the current systems that evolved based on the availability of funding.

Partnership working

Partnership working is becoming increasingly important, as community organisations interact progressively more with central Government. Other CLD organisations may also need to partner with FE colleges, who manage the funding for business related programmes.

Tutoring skills

Consultation work resulted in a discussion on whether formal qualifications or training are required for tutors; the debate centred around whether knowledge and skills of the subject area are more important than the ability to deliver the subject. The consultation also pointed out that there is no 'community sector standard' that is a requirement for anyone delivering training or education within the sector. The development of a preparation to teach style qualification that is fit for purpose is seen as valuable to the CLD constituency.

Literacy, numeracy and ESOL

Literacy, numeracy and ESOL are seen as increasingly important. During consultation work it was pointed out that the workforce often dealt with communities that had communication and learning issues. It was also stated that there may be a shortage of high quality tutors as it was hard to compete with the higher salaries offered by colleges.

ANNEX E: NORTHERN IRELAND FE GAP ANALYSIS CONSULTATION PAPERS

Skills issues for the further education workforce

Policy/overview

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.

There have been important changes in policies related to post-primary education in Northern Ireland in the last few years which will impact on the Further Education (FE) sector. The 2001 *Report of the Review Body on Post-Primary Education (Burns Report)* recommended the formation of local collaborative networks of schools into a collegiate system. The report goes on to state that the collegiates would work with FE colleges and training organisations to widen the range of courses available to students (www.deni.gov).

Following on from the Burns report *Future Post-Primary Arrangements in Northern Ireland*, (Costello Report) *Advice from the Post-Primary Review Working Group* was published in 2004. An important development discussed in the report is the Pupil's Entitlement Framework. The Framework aims to establish a structure of educational entitlement for every student at the post-primary level. As part of the Entitlement Framework students should have access to a wider range of course than the traditional academic ones offered by school. To achieve this schools may be required to work in partnership with the FE sector or other providers (www.deni.gov).

However, the Costello report calls for a more flexible approach than the Collegiate system recommended by Burns but does state that school/school and school/FE collaboration should be the norm rather than the exception. The objective of the collaboration between schools and FE colleges is partly to raise the profile of vocational education and use FE colleges' industry related expertise (www.deni.gov). The preceding two reports emphasise the importance of FE colleges but even so, may lead to a decrease in the number of full-time students attending FE colleges.

The Department for Employment & Learning launched "Success Through Skills" in February 2006 which focused on two twin goals:- Economic Success and Social inclusion. This was based around four broad themes:- Understanding the demand for skills; improving the skills level of the workforce; improving the quality and relevance of education and training; and tackling the skills barriers to employment and employability.

There have been several major changes in Northern Ireland which impact on how the Department for Employment & Learning implements its strategy. The Review of Public Administration has had a notable impact on many of the key stakeholders. The sixteen Further Education colleges will shortly be merged into six area based colleges as part of the implementation of *FE Means Business* and a new professional and technical training programme, *Training for Success*, will commence in September 2007. *FE means Business* identifies 3 key focus areas:- 1. Economic Engagement & Development; 2. Social Inclusion; and 3. Lifelong Learning. *Training for Success: Professional and Technical Skills* replaces the Jobskills programme. This is a vocationally based programme focused around level 2 and level 3 apprenticeships and addressing the barriers to Employment.

Overview of the Department for Employment & Learning's Skills Strategy:

Success Through Skills

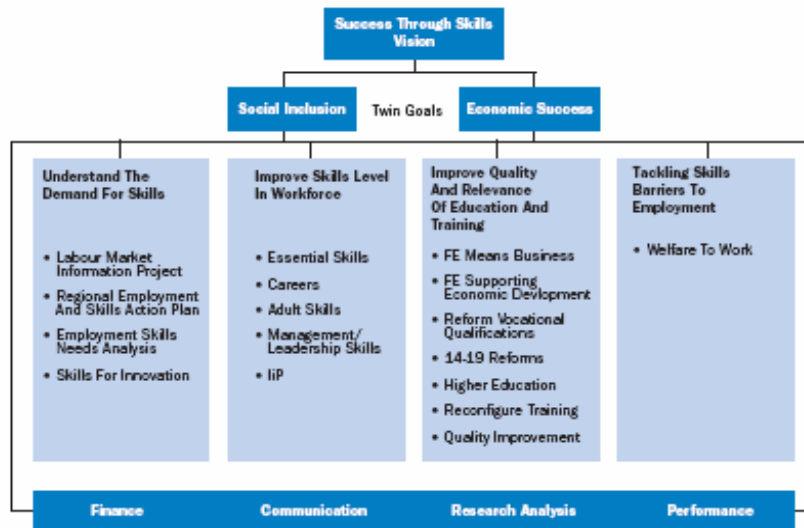
LLUK has identified the following skills issues for the Further Education (FE) workforce (not in priority order).

1. Subject specific skills shortages for FE lecturers
2. Skills shortages for Adult Literacy and Numeracy and ESOL teaching and support staff
3. Skills gaps and shortages for teaching and broader pedagogical skills
4. Demand for learner engagement skills
5. Demand for management, leadership and business related skills
6. Future demand for learning support and technical staff

Profile of the Further Education workforce

In 2004/05 there were an estimated 5,300 teaching staff and 2,130 (representing 1181 Full Time Equivalents) non-teaching staff in further education colleges in Northern Ireland. (ANIC July 2006) More than half of teaching staff worked part-time (58%).

Greater than half of teaching staff in Northern Ireland were female (58%). Women made up a higher proportion of part-time teaching staff (63%), compared with 52% of full-time teaching staff.



Current and future shortages for FE lecturers

Overview

Employers report current and future shortages for FE lecturers.

Current skills issues

In Northern Ireland, analysis of data from Further Education colleges and feedback from consultations identified recruitment problems for lecturing posts across the following areas:

- bricklaying
- plumbing
- plastering
- engineering
- civil engineering
- supervisory and architectural technicians
- precision engineering and electronics
- software development/engineering
- ICT for high level specialist software
- biosciences/pharmaceuticals
- health and social care
- business administration
- accountancy
- management

One of the most significant barriers to recruitment highlighted was the inability of the FE sector to match the salaries offered by schools and industry, which has also meant that it is difficult for FE institutions to compete for the higher paid and better qualified people in the labour market.

Future skills issues

In future demographic changes such as 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 52% of staff in England and 50% of staff in Wales were aged 45 and over in 2004/05. The 2002 Skills Foresight Survey 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.

In 2004 the Department for Employment and Learning in Northern Ireland published *FE Means Business* which outlined a major restructuring of the FE sector including a reduction in the number of FE colleges from 16 to six area based colleges by 2007. This is likely to result in a contraction of staff numbers across the FE sector in the short term and these workforce developments will need to be planned for and implemented.

Occupation groups

These skills issues affect lecturing staff.

Country/region

Research and analysis has identified a number of existing subject specific recruitment difficulties for teaching staff in Northern Ireland, these findings were similar to the results of the research carried out in England.

Skills level/skills area

Specific skills required include:

- Subject specific knowledge and experience in a range of subject areas
- Teaching skills for Part Time staff
- and pedagogical skills in the use of new learning technologies

The skills needs are at level 4 and above

What is the demand for skills?

Results from the 2006 LLUK Employers survey show that almost 2/3 rds of Northern Ireland employers (62%) experienced difficulties in recruiting professional staff at Level 4 and above in some areas. This is higher than the proportion reported for the UK as a whole (52%).

In relation to new recruits, applicants were most likely to lack specialist professional, technical and practical skills in some subject areas including subject specific skills and knowledge and teaching and pedagogical skills for part time staff. More than two thirds of Northern Ireland employers reported difficulties recruiting applicants with these skills, compared with 40% for all UK employers.

For existing staff Northern Ireland employers also reported skills gaps with 36% indicating that their professional staff lacked specialist professional, technical and practical skills. This is very similar to the UK wide response.

Analysis undertaken by the Association of Northern Ireland Colleges (ANIC) in 2006 found that the proportion of lecturer posts classified as 'hard to fill' increased markedly from 25% in 2002/03 to 46% in 2005/06. Areas identified as having particular recruitment problems are detailed on page (previous page) key areas included:- bricklaying, construction, and engineering for lecturer posts.

Relatively few employers in Northern Ireland expected the demand for professional? staff to increase over the next five to ten years (9%), while 18% expected a decline in demand and 36% believed that there would be no change. This is markedly different to the response for UK employers as a whole, with more than half of UK employers expecting the demand for professional staff to increase. This is likely to reflect the impact of the 'Further Education Means Business' (DELNI, 2004) reforms on the demand for staff in further education colleges.

What is already happening?

There is a number of initiatives currently occurring and these include:-

A series of Leadership and Management Training and Development programmes being delivered by LSDA NI and CEL.

The PGCFHE delivered by the University of Ulster must be satisfactorily completed by all Full Time and Associate Lecturers within 3 years on taking up post.

Each college has a comprehensive College Development Plan which includes a Training Plan for the Continuing Professional Development for all staff. These plans encourage Teaching and non Teaching staff to join professional bodies and to complete their required CPD annually to maintain membership.

In Northern Ireland, the Lecturers into Industry initiative seeks to align the outputs of the further education sector with the needs of the Northern Ireland economy. It gives lecturers the opportunity to update their knowledge and skills through structured placements.

Initial questions for employers

1. Do you agree with the skills issues identified that these are issues for your sector?
2. Is there anything else that we need to know about for this issue?

Skills shortages and gaps for Adult Literacy and Numeracy and ESOL staff

Overview

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

In 2002, the Department for Employment and Learning in Northern Ireland published *Essential Skills for Living: equipping for the future, building for tomorrow* which initiated a range of interventions designed to improve adult basic skills. The subsequent *Skills Strategy for Northern Ireland* (DEL, 2004) recommended entitling those over 19 years of age to a first Level 2 qualification.

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.

Occupation groups

- The occupational groups affected are professionals and support staff. This includes:
- literacy and numeracy and ESOL teachers, trainers and tutors
 - Working with migrant workers
 - Dealing with workers from diverse cultural backgrounds

Country/region

This issue is evident across the UK. Note Why is this in a NI document?

Skills level/skills area

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

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

Stakeholders in Northern Ireland identified a particular recruitment problem for numeracy tutors.

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. 2004/2005 in Northern Ireland 135 learners compared to 805 learners in Scotland 95 learners in Wales and 7745 enrolments in England.

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:

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

Information on Scotland was not available for the analysis.

What is already happening?

In Northern Ireland EGSA's Essential Skills Tutorbank was set up in response to requests for assistance in recruiting qualified Essential Skills tutors. The bank supplies details of qualified Essential Skills tutors interested in full or part time work to providers wishing to recruit Essential Skills tutors

Queens University Belfast delivers a qualification programme for Essential Skills Tutors, this is mandatory for all Teachers of Essential Skills in Literacy and numeracy.

LSDA NI provide Quality Improvement Support for all qualified Essential Skills Tutors in Northern Ireland ensuring that they are exposed to the latest teaching techniques and have the opportunity to practice this in the workplace.

Initial questions for employers

1. Do you agree with the skills issues identified that these are issues for your sector?
2. Is there anything else that we need to know about for this issue?

Skills shortages and gaps for teaching and broader pedagogical skills

Overview

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

In Northern Ireland, a teaching qualification is not mandatory for appointment to posts in further education. However, it is mandatory for all new entrants to full-time permanent teaching or associate lecturer posts in further education who do not already possess a Bachelor of Education Degree or a Postgraduate Certificate in Education to complete the Postgraduate Certificate in Further and Higher Education PGC (FHE) within 3 years of taking up appointment.

Occupation groups

This skills issue predominantly affects teaching and learning support staff.

Specific occupations include:

- FE Lecturers
- tutors

Skills level/skills area

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

- assessing learners' needs
- planning and preparing teaching and learning programmes
- developing and using a range of teaching and learning techniques
- E-Learning and distance learning
- reflective pedagogy
- pedagogical skills development in coaching and related issues

What is the current provision?

In Northern Ireland the *Chief Inspector's Report 2002-2004* found that, in 80% of the provision, the quality of teaching and learning had significant strengths or more strengths than weaknesses (ETI, 2005). The report went on to state that the favourable inspection grades reflected an increasing emphasis on good planning, formative assessment, and a significant investment in staff development in all of the colleges. Aspects of teaching that were lacking included the range of teaching strategies deployed.

The report also found that many staff had a good awareness of the potential of Virtual Learning Environments (VLEs) to support learning but few had the necessary skills to use them effectively.

Initial questions for employers

1. Do you agree with the skills issues identified on page x that these are issues for your sector?
2. Is there anything else that we need to know about for this issue?

Demand for learner engagement skills

Overview

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

In Northern Ireland additional key priorities include migrant workers, learners within SME's; and existing students with poor essential skills.

As a result of the FE Means Business Strategy there is a need for the sector to become involved in economic engagement. This means dealing with employers and attracting learners from public and private sector organisations.

Younger Learners

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

From 2004/05 the Department of Employment and Learning in Northern Ireland has provided additional funding to FE colleges and schools to strengthen collaborative arrangements and to extend the range of collaborative provision to pupils aged 14-19 at all ability levels, in preparation for the implementation of the entitlement framework.

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.

Occupation groups

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

- FE Lecturers
- tutors
- learning support assistants
- mentors
- counsellors

Country/region

This skills issue is evident across the UK. As this is a NI report are all issues not relevant to here.

Skills level/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.

What is the demand for skills?

Findings from the 2006 LLUK Employers Survey indicated that 18%-20% of employers in Northern Ireland felt that their existing management staff lacked transferable skills including communication and language skills. Smaller proportions indicated that they believed teaching and lecturing staff, learning support and technical staff lacked these skills (9% and 8%). This is considerably lower than the proportion reported for UK employers as a whole.

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 for this issue?

Demand for management, leadership and business related skills

Overview:

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

Management and leadership

In Northern Ireland there are a range of collaborative business models for FE colleges focusing on:

- provision for young people aged 14-19 (Vocational Enhancement Programme)
- adult workforce development (FE means business)
- HE delivered in FE colleges (with HE)
- Promoting social inclusion (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.

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

The need for management and leadership skills affects management staff as well as teachers and lecturers, and learning support staff.

The skills needs for employer engagement affect all staff.

Skills level/skills area

The skills required are:

- financial management
- strategic planning
- partnership working
- employer engagement
- business management
- marketing of the organisation
- market research

The skills needs are predominantly at Level 4 and above.

What is the demand for skills?

Between 18% and 20% of employers reported that their existing management staff lacked transferable skills including communication and bilingual skills. This is slightly lower than the proportion reported for UK employers as a whole.

More than half of Northern Ireland employers reported that they were satisfied with the continuing professional development (CPD) undertaken by their management staff (50%-58%). A small proportion of Northern Ireland employers indicated that they were dissatisfied with the CPD undertaken by their management staff (8%-25%).

What is the current provision?

Employers in Northern Ireland reported that their staff undertook their continuing professional development activities through the following sources:

- management staff (external training provider: 25%-33%, in-house training: 17%-25%, higher education: 8%-17%, various sources: 17%-25%)
- professional staff (higher education: 25%, external training provider: 17%, in-house: 8%, various sources: 25%)
- learning support and technical staff (further education: 25%, in-house training: 17%, external training provider: 8%, various sources: 33%).
- administrative staff (in-house training: 33%, further education: 25%, various sources: 17%).

More than two thirds of Northern Ireland employers reported that they made a large investment in the education and training of their existing management staff. Between 36% and 45% of employers reported making either a small or no investment in the education and training of their management staff.

In Northern Ireland the *Chief Inspector's Report 2002-2004* stated that the main areas for improvement in management within Further Education were a need for strategic curricular leadership, more systematic monitoring and evaluation of learning and teaching and the use of a wider range of quantitative and qualitative indicators to determine the effectiveness of what is provided. (ETI, 2005).

Initial questions for employers

- 1 Do you agree with the skills issues identified on page x that these are issues for your sector?
3. Is there anything else that we need to know about for this issue?

Future demand for learning support and technical staff

Overview

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 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, 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.

In Northern Ireland, the restructuring of the FE sector outlined in *FE Means Business* (DELNI, 2004) is likely to have an impact on staffing levels and structures in colleges in relation to technical support and research assistance. In most colleges few staff exist to provide support in such areas as materials testing, research and development, small-scale prototyping and new product development. Staff training and/or recruitment will be required to meet these demands.

Occupational groups

This skills issue affects learning support and technical staff.

Country/region

Northern Ireland

What is the demand for skills?

Findings from the 2006 LUK Employers survey show that 36% of Northern Ireland employers expected the demand for learning support and technical staff to increase over the next five to ten years. This is significantly lower than the proportion reported for UK employers as a whole (67%).

What is the current provision?

Higher Education

The DEL supports Queens University Belfast (QUB) to train FE lecturers as essential skills tutors in line with the Departments Essential Skills strategy.

Further Education

What is already happening?

In Northern Ireland, technicians have an opportunity for a 4-6 week placement to update their skills and to experience the latest equipment, technologies and software. The objective is to provide a greater appreciation of how they can enhance student learning and support course teams and curriculum development.

There is extensive in-house training for Technicians using external providers including Cisco and Microsoft.

The LSDA Northern Ireland Lecturers into Industry programme also currently includes Technicians

In relation to learning support practitioners Skill NI a specialised organisation that provides information and advice and promotes good practice to colleges and providers engaging with learners with learning difficulties or learning disabilities. They support a network of learning support tutors across Northern Ireland and provide CPD opportunities and access to current initiatives.

Initial questions for employers

- 1 Do you agree with the skills issues identified on page x that these are issues for your sector?
- 2 Is there anything else that we need to know about for this issue?

ANNEX F: NORTHERN IRELAND HE GAP ANALYSIS CONSULTATION PAPERS

Skills issues for the Higher Education sector

LLUK research to date, as part of the Sector Skills Agreement process, has identified the following skills issues for the Higher Education workforce.

1. Skills gaps in meeting the needs of the widening participation agenda
2. Skills gap for management and leadership skills
3. Skills gaps for technicians at Level 4
4. Current and future shortages in skilled academic professionals.

A recent highly significant development in Northern Ireland has been the Review of Public Administration (RPA). This was an extensive examination of the administration and delivery of public services in the country which concluded in March 2006. The objective of the review is to replace existing structures with a new and more accountable public sector which will no doubt bring about a major change in the way Northern Ireland is governed (www.rpani.gov.uk).

Universities appear to be initially unscathed by the RPA but the underlying issues of student fees and turning students into paying customers is having a major effect on the sector. This in turn is leading to workforce development plans for universities including customer service related issues as well as administrative, technical and academic.

Another issue is the cap on the number of university places available. In general, universities have the capability to attract international students but have capacity issues. This means that Northern Ireland is a very successful recruitment ground for UK based universities.

Skills gap in meeting the needs of the widening participation agenda

Overview

Employers report 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 each of the four nations.

In Northern Ireland, the Department for Employment and Learning have introduced a number of initiatives to address the issues of widening participation including a widening participation premium for students from disadvantaged backgrounds and a widening access premium for students with disabilities.

This is indicative of UK policy the *Higher Education White Paper* published by DfES 2003 outlines a target to increase participation in HE to 50% by 2010. This is set alongside other key widening access and participation initiatives such as the Aim Higher scheme, which aims to widen participation chiefly amongst students from non-traditional backgrounds. This includes:

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

N Northern Ireland 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. A greater diversity of provision will be required to achieve equality of standards of learning and achievement for this student body. Students will increasingly make demands on HE providers by, for example, being engaged more interactively in their learning.

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.

Consultation work indicates that the widening participation agenda has introduced learners with special needs and literacy and numeracy issues, which need to be highlighted as a university wide issue that spans administration, admissions, learning support staff, technicians and academic staff.

Occupation groups

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

Country/region

UK

Skills level/skills area

The skills required are:

- identifying learner needs

- engaging learners
- supporting learners
- language skills
- knowledge of diversity issues

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

What Higher Education employers said:

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

What is the current provision?

- More than half of UK employers reported that they made a large or very large investment in the education and training of their staff. UK employers were most likely to make a large investment in their professional, support and technical staff and administrative staff. They were least likely to make a large investment in their manual staff.
- UK employers reported that most education and training provision for staff focused on the further development and training of their existing staff.
- One third of UK employers reported that management staff undertook their further education and training in HEIs while 42% of employers reported that management staff undertook their training through a variety of sources:
 - professionals were most likely to undertake further education and training in HEIs (44%).
 - almost half of UK employers reported that manual staff undertook their further education and training in house (47%)
 - 42% reported that administrative staff undertook further education and training in house.
- Evidence suggests that the current focus of education and training is on academic skills. This may mean there is a need to redesign existing courses.

What is already happening?

In Northern Ireland, the Department of Employment and Learning is addressing the issue in various ways, for example, by introducing special initiative funding to develop partnerships between the universities and schools with traditionally low levels of participation in HE and the introduction of Foundation Degrees amongst others.

Initial questions for employers

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

3. To what extent does the education and training currently available to staff cover non-academic skills such as communication skills, bilingual skills, Welsh language skills, disability awareness and workplace diversity awareness?
4. At what level are the skills needs?

Skills gap for management and leadership skills

Overview

Employers identify a skills gap for management and leadership 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. 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 collaborations, with further education and with others, to support the best teaching, research management and knowledge transfer.

Occupational groups

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.

Country/region

Stakeholders in Scotland, Wales, Northern Ireland and England all identified leadership and management as a key skills issue for the Higher Education workforce.

Skills level/skills area

The skills required are:

- business acumen
- management and supervisory skills
- strategic management and leadership
- first line management and leadership
- entrepreneurial skills
- partnership working skills
- team work
- project management
- financial management
- bid writing/raising funding
- performance management
- customer services management
- people management
- curriculum management
- organisation and planning

All skills needs are at Level 4.

Evidence of skills needs:

- Findings from the 2006 LLUK employers survey show that UK employers reported difficulties in recruiting management staff at Level 4.

- Feedback from consultation has indicated that leadership and management are a priority matter; employers are engaged in providing high level leadership and management training but are aware that it is an ongoing issue. Leadership and management issues are relevant to academic and non-academic staff and for Level 3 staff.
- Consultation work also revealed that a conflict exists between academic expertise and management skills. Many individuals have been promoted to management positions due to their high academic skills but have not had adequate management training

What is the current provision?

- More than half of UK employers 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.
- Results from the Employers survey show that approximately one third of UK employers reported that their management staff undertook their further education and training in HE institutions.
- There were few management qualifications that specifically focused on HE in 2004/05. A total of five HEIs in England were offering management qualifications specifically designed for working in HE in 2004/05. There were no such qualifications in Scotland, Wales and Northern Ireland.

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 Association for University Research and Industry Links (AURIL) has secured funding to promote training for knowledge transfer professionals in the UK.

Initial questions for employers

1. Do you agree that this is a skills gap for your sector?
2. Is there anything else that we need to know about in relation to this issue?
3. Should the number of qualifications that specifically focus on management and leadership in an HE setting be increased?
4. In Wales, how can HEIs help in addressing the management skills needs of small businesses? Is mentoring the way forward?

Skills gaps for technicians at Level 4

Overview

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

Employers in Northern Ireland and Scotland report that the technicians' demonstrator role will broaden with a greater emphasis on teaching and supporting learning.

Occupation groups

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

- laboratory technicians
- engineering technicians
- IT technicians
- medical technicians

Country/region

This is a UK wide issue

Skills level/skills area

The skills gap for technical support professionals is at Level 4. The main skills required are:

- specialist technical skills and practical skills including IT skills
- design and manual skills to build research equipment
- advanced technical skills to operate and maintain large complex pieces of equipment
- knowledge of local set up
- ability to evaluate products and services
- effective lab management and safety
- general skills including communication skills, project management, staff/teach management, teaching and coaching skills

What Higher Education employers said:

- Findings from the 2006 LLUK employers survey show that 40% of UK employers reported that their support and technical staff lacked professional, technical and practical skills. This includes subject specific knowledge and expertise as well as ICT skills. A small proportion of UK employers indicated that their support and technical staff lacked transferable skills including communication and bilingual skills (28%).
- The Royal Society Report (1998) identified five support skills that were of concern across the UK:
 - 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
- 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.
 - Consultation work stated that this is another important skills area. It was also perceived as a grey area as technician's roles can be blurred with that of tutor, trainer or learning support. Employers suggested that many technicians would benefit from a preparing to teach type of qualification which would help to develop the vast extent of their required pedagogical skills.

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 gap for your sector?
2. Is there anything else that we need to know about about in relation to this issue?
3. Should a specialist qualification for Technicians working in HE be developed or should Technicians undertake their technical and practical training via existing qualifications?

Current and future shortages in suitably qualified academic professionals

Overview

This is an area of concern for universities. International recruitment is now the norm and difficulties can arise in almost any discipline when trying to attract internationally recognised specialists.

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
- economic
- electronics
- law
- medicine
- teacher education (further education and higher education).

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

Future skills issues

The demand for skilled professional 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

Occupation groups

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.

What Higher Education employers said:

Findings from the 2006 LLUK employers survey show that 58% of UK employers expected the demand for professional staff to increase over the next five to ten years. The vast majority of UK employers (86%) reported that they were very satisfied or satisfied with the quality of their new professional recruits.

What is the current provision?

- 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 gap for your sector?
2. Is there anything else that we need to know about in relation to this issue?
3. Is the Golden Hello scheme or any other incentivisation package the right solution for this skills shortage/gap?

Final question

Much of this exercise has focussed on current skills. What, in your views, will be the nature of future skills requirements from 2010 – 2020, given the current economic and social policy scenarios as described for example, in the Leitch report?

ANNEX G: NORTHERN IRELAND LAIS GAP ANALYSIS CONSULTATION PAPERS

Overview

A recent highly significant development in Northern Ireland is the Review of Public Administration. This was an extensive examination of the administration and delivery of public services in the country which concluded in March 2006. The objective of the review is to replace existing structures with a new and more accountable public sector which will no doubt bring about a major change in the way Northern Ireland is governed. The Review covered a wide range of bodies including Library Boards.

The Department of Culture, Arts and Leisure (DCAL) produced '*Northern Ireland's Libraries: A framework for change*', a document that was released for public comment from October 2005 to January 2006. A revised, final version of the framework '*Delivering tomorrow's libraries*' was presented in July 2006.

The framework aims to:

- detail a vision for the role and function of a modern public library service for Northern Ireland
- specify the main changes needed to accomplish and deliver the model
- specify quality standards which Northern Ireland's public libraries are required to meet
- establish realistic and standardised performance measures
- determine an equitable formula for allocation of funding for libraries
- identify areas for achieving greater efficiencies

Delivering tomorrow's libraries highlights the importance of libraries in enabling lifelong learning particularly in relation to those with limited engagement with formal learning environments. It also states that the traditional skills sets of library staff will be re-examined owing to the changing demands of the public. The report asserts that libraries will need to connect with communities that may require them to have skills relating to youth work, early years education or teaching

Skills issues for the Libraries, Archives and Information services workforce

LLUK has identified the following skills issues for the LAIS workforce (not in priority order).

- Skills gaps for ICT skills
- Increased demand for technical skills (specific to the LAIS workforce)
- Skills gaps for customer engagement skills
- Skills gaps for management and leadership skills

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

Profile of the Libraries, Archives and Information services workforce

There is no comprehensive source of information on the LAIS workforce as a whole. However, various information sources provide some information on the size and characteristics of its different components. It is particularly difficult to obtain robust data on that part of the workforce in archives and records/information

management. LLUK will be undertaking specific work during 2007 to identify the size and composition of the archives and records management workforce.

In 2006, the Society of Archivists had approximately 2000 members and the Chartered Institute of Library and Information Professionals (CILIP) had 23,000 members throughout the UK. However, it is recognised that membership figures of professional bodies can provide only very partial coverage of the total workforce.

From an analysis of the other information sources, it is estimated that the percentage of the workforce holding membership of professional bodies is approximately one quarter of the total workforce. Extrapolating from these findings, therefore, gives a total estimate of 100,000 staff.

A breakdown of CILIP members shows 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. Members of Indian, Chinese and Black ethnicity each comprised 1%.

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

In Northern Ireland a significant percentage of Librarians are not CILIP members and as a result these figures will not present a complete picture

Skills gaps for ICT skills

Overview

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 as 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 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 continue to require skills updating in order to keep pace with technological change.

Occupation groups

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

Country/region

This skills issue is evident across the UK.

Skills level/skills area

Specific ICT skills include:

- basic ICT user skills
- support of general users of basic ICT
- web management and web content
- advanced ICT user
- developing e-libraries and collections
- database building
- ICT systems development
- digitisation
- management of metadata

Skills gaps are predominantly at level 4 and above.

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.

- ICT skills encompass a very wide area and it may be that respondents were considering different aspects of their ICT requirements. Core skills will be needed by all staff while some more specialist areas would be more suitable for outsourcing or may require the recruitment of specialist staff. This may help explain the apparent division of opinion.
- Results from the 2006 LLUK Employers' Survey show that more than one third of employers in Northern Ireland (39%) were dissatisfied with the CPD activities undertaken by their professional and paraprofessional staff. This is higher than the proportion reported for all UK employers.
- Feedback from consultation indicated that there was agreement on the above skills gaps but also stressed the need to separate skills at different levels. It is felt that many long-serving staff have limited IT skills and could have difficulties assisting customers in, for example, accessing the internet. There is a perceived strong need for all staff to be competent with MS Office and ICT skills are seen as vital at introductory as well as at higher levels.
- Consultation work also raised other important issues such as the impact of rapidly changing technology that requires staff in both libraries and archives continuously to keep up to date with changes, particularly in relation to metadata. Another key area is web development; external consultants are often used to develop bespoke systems, which can be very complex and require proper training to ensure they are used to their full potential. Feedback suggested that the sector would benefit from a standardisation of systems or at least a standardisation of the processes involved.
- Information learning technology was also discussed during consultation work; this area is particularly relevant to universities and colleges where learners often require assistance in the use of learning platforms and accessing on-line content.

What is the current provision?

- Findings from the 2006 LLUK Employers' Survey show that 46% of Northern Ireland employers reported that paraprofessional staff undertook their CPD in house, with a further 23% indicating that a variety of sources is used.
- Just under one quarter of Northern Ireland employers indicated that professional staff undertook their CPD activities in house; 23% reported that they undertook CPD in further education colleges and 15% reported that CPD was undertaken through an external training provider.
- More than half of Northern Ireland employers reported that they made a large or very large investment in the further 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 in maintaining professional knowledge and expertise.

The Society of Archivists (SoA) is 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 that 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?

Increased demand for technical skills (specific to the LAIS workforce)

Overview

Employers reported difficulties in attracting skilled applicants into professional roles in the LAIS sector.

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

Occupational groups

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

Specific occupations include:

- librarians
- archivists
- information officers
- archives conservators
- records managers
- archives assistants
- library assistants
- information assistants

Country/region

This skills issue is evident across the UK.

Skills level/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 technical skills include:

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

Skills gaps are predominantly at level 4 and above.

Evidence of skills needs:

- In Northern Ireland, almost two thirds of employers reported that applicants to professional roles lacked specialist technical and professional skills (64%), while 29% of employers felt that paraprofessionals lacked these skills. The proportion of Northern Ireland employers reporting

recruitment problems for professional staff was significantly higher than that reported for UK employers (40%).

- Northern Ireland employers also reported skills gaps in their existing workforce with 33% indicating that their professional staff lacked specialist technical and professional skills. In addition, 29% were dissatisfied with the technical and professional skills of their existing paraprofessional staff. This is very similar to the pattern for UK employers.
- Northern Ireland employers were divided over the future demand for professional staff, with 38% expecting the demand to increase, 31% expecting a decline in demand and 23% expecting no change.
- More than half of Northern Ireland employers expected the demand for paraprofessional staff to increase over the next five to ten years.
- Analysis of the qualifications of CILIP members in Northern Ireland showed that 51% were qualified to level 5 and above. This is lower than the proportion in Scotland (68%), Wales (63%) and England (61%). This information is based on a subset of library staff and does not represent the qualifications of library staff as a whole.
- A 2003 isNTO report of future skills needs in the LAIS constituency found that fewer than half of UK 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 existing staff rather than recruiting new staff.
- More than a third (39%) of Northern Ireland employers were dissatisfied with the CPD activities undertaken by their professional and paraprofessional staff. This is slightly higher than the proportion reported for UK employers.
- Consultation work indicated that there is a difficulty in recruiting qualified and skilled staff. At present individuals who wish to pursue these qualifications do not have any access to them in Northern Ireland and have to participate through the University of Aberystwyth open learning route or elsewhere. There is also a need for short courses and continuing professional development of the workforce, especially owing to the changes that will result from the Review of Public Administration.

What is the current provision?

Higher Education

In 2004/05 there were no HE library or archives programmes in Northern Ireland, nor were there any centres offering the City & Guilds vocational qualifications. Although there was no vocationally-relevant education and training provision identified in Northern Ireland, there is a post-graduate certificate in Schools Library Management that commenced in January 2006 at the University of Ulster's School of Education. Fifteen students have registered on a part-time programme due to be completed over two years.

Continuing professional development activities

Approximately half of Northern Ireland employers reported that they made a large or very large investment in the education and training of their current professional and paraprofessional staff. Just under half of Northern Ireland employers reported that they made either a small investment or no investment in the training of their professional and paraprofessional staff. This is very similar to the pattern for UK employers as a whole.

LAIS employers in Northern Ireland reported that their professional staff and paraprofessional staff undertook their further education and training through the following sources:

Table G 1: Where do professional and paraprofessional staff undertake their further education and training?

	Professional staff	Paraprofessional staff
	% of employers	% of employers
In house	31	46
Higher education	23	8
Further Education	0	23
External training provider	15	0
Various sources	23	23

What is already happening?

The Chartered Institute of Library and Information Professionals (CILIP) has its own 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 that we need to know about this issue?
3. As employers, how do you think this issue should be addressed?

Skills gaps for customer engagement skills

Overview

Employers reported skills gaps for customer engagement skills.

In 2006, the Department of Culture, Arts and Leisure in Northern Ireland published *Delivering Tomorrow's Libraries* which set out a vision for a modern library service with a strong customer focus. The paper went on to state 'the changing demands on library services mean that traditional skills of library staff need to be re-examined. For example the need for libraries to engage with particular groups in the community may require skills relating to youth work, early years education or training. This will impact on recruitment, training and development of new skill sets'.

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 of and ability to work with people from different backgrounds and age groups.

Occupation groups

This skills gap affects all staff.

Country/region

This skills gap is evident across the UK.

Skills level/skills area

Customer engagement skills include the ability to help support people and help them learn.

Specific skills include:

- customer engagement
- supporting adults with basic skills needs
- inter-personal skills
- communication skills
- bilingual skills
- supporting learners with a variety of needs

Evidence of skills needs:

- Findings from the 2006 LLUK Employers' Survey show that half of employers in Northern Ireland reported that their professional and paraprofessional staff lacked transferable skills including communication and bilingual skills. This is slightly higher than the proportion reported for all UK employers. Between 25% and 62% of employers believed that their management staff lacked transferable skills, which is considerably above the proportion reported for the UK as a whole. More than one third of Northern Ireland employers believed that their administrative staff lacked transferable skills (36%).
- Employers also reported difficulties in recruiting professional and paraprofessional staff with transferable skills. In Northern Ireland, 21% of employers indicated that applicants for professional roles lacked transferable skills, while 29% indicated that applicants for paraprofessional roles

lacked these skills. Employers also reported that 33% of those applying for administrative positions and 21%-29% of applicants for management roles lacked transferable skills.

- More than three quarters of employers in Northern Ireland believed that the demand for communication skills, language skills, customer-service skills and problem solving skills will increase over the next five to ten years.
- The 2003 isNTO report found that less than half of UK 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 in 2000 found that just 34% of UK employers believed that existing staff had the necessary customer care skills.
- The 2003 isNTO report found that more than half of UK 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.
- More than one third of employers in Northern Ireland reported that they were dissatisfied with the CPD activities undertaken by their professional and paraprofessional staff (39%). Between 23% and 39% reported that they were dissatisfied with the CPD undertaken by their management staff, while 23% indicated that they were dissatisfied with the CPD undertaken by their administrative staff.
- Consultation work indicated that there was broad agreement with the skills issues delineated in the paper, but it was also stressed that the idea of library users as customers is unfamiliar to some of the constituency's workforce. Feedback emphasised the need for strong interpersonal skills combined with the knowledge of what high level customer service means in the libraries and archives context. Consultation work also indicated that the role of the librarian and archivist in providing access to learning needs to be detailed further. The support of learners with literacy, numeracy and ESOL needs is gaining prominence and is impacting on the skills that service providers need to ensure an overall high level of service and customer care.

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 paraprofessionals staff are currently limited to the libraries career pathway and are essentially work-based vocational qualifications.
- Northern Ireland employers reported that existing staff accessed their CPD through a range of sources:
 - management staff (23%-39% in house, 15%-23% higher education, 23% various sources)
 - professional staff (30% in house, 23% higher education, 15% external training provider, 23% various sources)
 - paraprofessional staff (46% in house, 23% further education 23% various sources)
 - administrative staff (39% in house, 15% further education, 23% various)

What is already happening?

The Chartered Institute of Library and Information Professionals (CILIP) has its own 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 that we need to know about this issue?**
- 3. At what skills levels are the skills needs?**
- 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 gap for management and leadership skills

Country/region

This skills gap is evident across the UK.

Skills level/skills area

- management and supervisory skills
- strategic leadership
- library and archives management
- advocacy and team working
- project management
- financial management
- bid writing/fund raising
- conflict management
- entrepreneurship and innovation
- performance management

The skills needs are predominantly at level 4 and above.

Evidence of skills needs:

- Findings from the 2006 LUK Employers' Survey showed between 23% and 39% of Northern Ireland employers were dissatisfied with the further education and training undertaken by their current management staff.
- Stakeholders in the LAIS constituency also identified a lack of people with advocacy skills and with top level strategic skills.
- An earlier 2003 isNTO study found that between 44% and 46% of UK employers felt that existing management staff had the required skills to meet future skills needs.
- The 2003 isNTO study found that more than half of UK employers believed that skills gaps for management skills should be addressed by training existing management staff.
- Consultation work highlighted management and leadership as an essential skills area. It was stated that improvements are necessary in management skills across all levels of the organisation from supervisors through to senior management. Currently, there is often a dichotomy between the need for professional library/archivist skills and management skills with many individuals being promoted on their high quality librarian skills, without sufficient management training. It was felt that a leadership and management strategy that ensured access to management training at level 3 and above would be beneficial to the constituency.

What is the current provision?

In Northern Ireland, a post-graduate certificate in Schools' Library Management commenced in January 2006 at the University of Ulster's School of Education with 15 students registered on a part-time programme due to be completed over two years.

Continuing professional development

Staff in management roles undertake their CPD activities through a range of sources including Local Authorities and external training providers as well as in house.

Just under half of Northern Ireland employers indicated that they made a large or very large investment in the further education and training of their management staff. Approximately half of Northern Ireland employers reported that they made either a small or no investment in the further education and training of their management staff.

What is already happening?

The Chartered Institute of Library and Information Professionals (CILIP) has its own 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 that we need to know about this issue?**
- 3. The skills needs for management and leadership skills are closely interlinked with the skills needs for ICT skills and customer care skills. How should these skills needs 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 view, will be the nature of future skills requirements from 2010 – 2020?

ANNEX H: NORTHERN IRELAND WBL GAP ANALYSIS CONSULTATION PAPERS

About 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:

- commercial and publicly funded work-based learning through higher education institutions and their business schools
- commercial and publicly-funded work-based learning provided by further education colleges on their own or on employers' premises
- work-based learning in community settings, particularly that funded directly or indirectly through public funding bodies
- work-based learning delivered by or through private learning providers
- corporate training provided by companies in their own premises, whether internally by their own staff or by external contractors.
- community and private sector training organisations providing publicly funded training

LLUK has identified the following skills issues for the WBL workforce (not in priority order).

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

Policy/overview

The main funding mechanism for the Government Funded programmes is the JobSkills programme funded by the Department for Employment & Learning (DEL) which is a vocational training programme for young people aged 16-24. It was introduced as a completely new programme in April 1995, replacing the Youth and Job Training Programmes and the Skills Training Scheme. The programme was revised in April 1999 and has remained largely unchanged since then. Currently there are over 12,000 young people engaged in training in a wide range of vocational areas with over 70 training providers in Northern Ireland.

The Report of the Public Accounts Committee (PAC) published on 3rd November 2005 was highly critical of many aspects of the programme. One of its main criticisms was the weakness in the quality of training provision in a significant number of training providers. The Comptroller and Auditor General's (C&AG) review of Jobskills noted that, based on the results of Education & Training Inspectorate (ETI) inspections, it was possible that 1 in 4 trainees currently in Jobskills training (equal to some 3,000 trainees) are in an organisation or vocational area where the quality of training is not at an acceptable level.

Therefore DEL is currently replacing the Jobskills programme with a new programme called Training for Success - Professional and Technical Training. Each of the providers who currently hold Jobskills contracts is therefore required to compete for a new contract. This has led to much uncertainty within the sector as

many organisations have to adapt to a rapidly changing environment with a major change in focus from vocational training to employment led training.

Consultation from Stage 3 work indicated that providers aimed consistently to improve quality and develop their own teams but felt that within the current climate they had many other pressures that impacted on these goals, namely:

- a lack of capital infrastructure funding, particularly to private and community based providers in comparison to college providers
- the frequency of audits and inspections that are undertaken by a variety of organisations including the ETI, awarding bodies and DEL, who are working to differing frameworks
- lack of job security owing to the re-tendering process
- duplication of work in relation to systems owing to changes in the administration of programmes and lack of understanding of their work by auditors and inspectors, leading to inconsistency and poor co-ordination
- low salaries, leading to trained staff being poached by FE colleges

Demand for management and leadership skills

Overview

Employers reported skills shortages and skills gaps for management and leadership skills.

Occupation groups

This skills issue predominantly affects management staff.

Country/region

This skills gap is evident across the UK.

Skills level/skills area

Specific skills required include:

- financial management
- strategic planning
- partnership working
- engaging employers
- business management
- marketing of the organisation
- market research

Consultation indicated that the following areas were also important:

- change management
- inter-personal skills
- business development
- HR/personnel skills
- organisation behaviour
- negotiation skills
- information technology
- employment law
- access to up-to-date learning resources/computer based resources
- coaching /team building

It was also stated that skills shortages may not be due to a lack of skills in the market but to the fact that they cannot afford to recruit fully qualified managers and are instead recruiting staff at the trainer or assessor level who are then promoted to management without adequate training.

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

Evidence of skills needs:

- Findings from the 2006 LLUK Employers' Survey show that Northern Ireland employers reported internal skills gaps for their existing management staff. Between 20% and 36% of Northern Ireland employers reported that their management staff lacked professional, technical and practical skills

including subject specific knowledge and ICT skills. A similar proportion of Northern Ireland employers reported that their management staff lacked transferable skills including communication skills and bilingual skills (27% - 30%).

- A small proportion of employers in Northern Ireland reported that they experienced difficulties in recruiting management staff at level 4 (13%-27%). This is lower than the proportion reported for UK employers as a whole (29%-31%).
- Approximately one quarter of employers in Northern Ireland reported that applicants to management positions lacked professional, technical and practical skills. This includes subject specific knowledge and teaching skills. A smaller proportion (8%-17%) indicated that applicants lacked transferable skills including communication skills and bilingual skills.

What is the current provision?

- Analysis of qualifications for WBL managers in Further Education institutions showed that there was a small number of management qualifications 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 delivered in Higher Education institutions in 2004/05.
- In Northern Ireland the Chief Inspector's Report 2002-2004 found that the quality of leadership and management was good in the majority of supplier organisations delivering training, with roles and responsibilities clearly defined and effective communication at all levels (ETI, 2005). In the remaining supplier organisations, leadership and management were weak and suitable quality assurance processes had not been established.

Continuing professional development

On the whole, the majority of Northern Ireland employers were satisfied or very satisfied with the CPD activities undertaken by their management staff.

Employers in Northern Ireland reported that management staff undertook their CPD activities through the following sources:

- higher education: 23%-31%
- external training provider: 15%-31%
- in-house training: 15%
- various sources: 23%-31%.

Approximately two thirds of employers in Northern Ireland (65% - 73%) indicated that they made a large investment in the education and training of their existing management staff. Just over one quarter of Northern Ireland employers (27%) 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 that we need to know about this issue?

Subject specific skills shortages for teachers, trainers and tutors

Overview

Employers reported recruitment difficulties for skilled teachers, trainers and tutors in specific subject areas. 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.

Subject areas affected by skills shortages include:

- engineering
- science
- technical
- health and social care
- plasterers
- bricklayers
- some areas of the hospitality industry

Consultation work indicated that engineering, science, technical and health and social care were not relevant to WBL but appeared to be more relevant to the FE sector.

In Northern Ireland, the 2004 Skills Strategy for Northern Ireland emphasised the importance of raising the general level of skills in the existing workforce as well as improving the quality of those entering the labour market (DEL, 2004). It also recommended the establishment of a regional framework for employment and skills and local employer-led workforce development fora and the extension of apprenticeships and foundation degrees. All of these aspects have implications for the recruitment and skills of the WBL workforce in Northern Ireland.

Subject specific recruitment difficulties are exacerbated by an overall rise in demand for the WBL workforce, reflecting the enhanced role of WBL in delivering key priorities within the lifelong learning sector.

Studies have highlighted a number of key recruitment constraints in WBL. These include the low salaries within the constituency, its relatively poor image and the perceived lack of career progression.

Occupational groups

- teachers
- tutors
- instructors
- trainers

Country/region

A significant proportion of employers in all four countries reported experiencing recruitment difficulties for WBL staff with subject specific skills and knowledge and teaching skills.

Similarly, a large proportion of employers across the UK indicated that they expect the demand for professional and support staff within WBL to increase over the next five to ten years.

Skills level/skills area

- Subject specific skills and knowledge
- Teaching and training skills

The skills needs are predominantly at level 4.

Evidence of skills needs:

- Findings from the 2006 LUK Employers' Survey show that half of Northern Ireland employers reported that they experienced difficulties in recruiting professional staff with professional, technical and practical skills, similar to the proportion reported for UK employers as a whole. This includes teaching and subject specific knowledge and experience. Just under one third of Northern Ireland employers (31%) reported that applicants for support professional and technical roles lacked professional, technical and practical skills. Again, this is similar to the proportion reported for UK employers as a whole.
- More than half of employers in Northern Ireland indicated that they expected the demand for professional staff to increase over the next five to ten years (58%). Similarly, 50% of Northern Ireland employers expected the demand for support professional and technical staff to increase.
- Feedback from consultation specified that tutors' and assessors' 'softer' skills also need to be taken into consideration. Additionally, there is a need for the provision of high quality careers advice and guidance to young people, unemployed adults and individuals interested in changing careers. Though tutors and assessors are currently able to provide guidance within their subject specialism, there is a need for a more co-ordinated approach. Tutors and assessors are also expected to act as counsellors to their learners, develop action plans and provide ongoing learning support.
- Stage 3 consultation also brought up the important issue of qualifications requirements. Currently tutors and assessors are expected to have a qualification in their specialist subject and the Learning and Development Assessor and Verifier Awards. There is no requirement to have a training or teacher qualification. There was a broad agreement that formal accreditation would help to improve the overall performance of tutors and assessor, and that this in turn should have a positive impact on retention and on success and progression rates. The providers did add that training should be flexible, available on demand and adaptable to changing needs. Additionally, careful consideration should be given to issues such as content, level, duration, assessment, methods of delivery, equivalencies and cost.

What is the current provision?**Further Education provision**

In FE there was a small number of enrolments on teaching and training qualifications that were relevant to the WBL workforce in Northern Ireland.

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

In WBL analysis of learner records also identified WBL provision that is relevant to the WBL workforce. These were predominantly Learning and Development awards.

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?**

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

Overview/policy drivers

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

- literacy
- numeracy
- ESOL

In 2002, the Department of Employment and Learning in Northern Ireland published *Essential Skills for Living: equipping for the future, building for tomorrow* which initiated a range of interventions designed to improve adult basic skills. The subsequent *Skills Strategy for Northern Ireland* (DEL, 2004) recommended entitling those over 19 years of age to a first level 2 qualification.

In 2006 DEL published *The Skills Strategy for Northern Ireland: A Programme for Implementation*. The report discusses the Essential Skills Programme, which aims to support learners in achieving an Essential Skills qualification. The main objective is to tackle literacy and numeracy problems but it also aims to trial ICT as a third essential skill through a small pilot. The project will also consider wider employability skills and take into account the move in England to amalgamate Key Skills and Essential Skills.

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

Employers also reported that a major recruitment constraint in attracting basic skills staff is the inability of WBL providers to compete with the salaries offered by FE institutions.

Occupational groups

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

Country/region

This skills issue is evident across the UK.

Skills level/skills area

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

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

Evidence of skills needs:

- A number of employers who participated in the 2006 LLUK Employers' Survey reported that they experienced particular problems in recruiting basic skills staff, particularly those with specialist subject knowledge.
- In Northern Ireland, Essential Skills are vocationally embedded into the programme and all Essential Skills tutors must hold the Queens University Essential Skills Tutor qualification.
- Employers state that they are encountering a number of learners with some degree of learning needs. If these are identified as a key issue then specialist tutors are available. However, if they are not identified as a key issue then tutors and assessors who may not have relevant prior training and/or qualifications are expected to provide learning support assistance by identifying specific learning difficulties. Employers reported particular recruitment difficulties in attracting numeracy tutors. They thought this was due to a shortage of high quality tutors and inability to compete with college salaries.

What is the current provision?

Higher Education

One-hundred and thirty-five learners were enrolled on provision in Higher Education Institutions (HEIs) related to teaching and supporting adult literacy, numeracy and ESOL in 2004/05 in Northern Ireland.

Further Education

In 2004/05 a substantial amount of provision associated with teaching adult literacy, numeracy and ESOL was being delivered in Further Education institutions in the UK. Analysis of learners shows that 330 learners were enrolled in Northern Ireland.

In addition, the Learning and Skills Development Agency Northern Ireland (LSDA NI) provide staff development programmes by supplying in-house support to all DEL funded Essential Skills providers. This support is directed at improving the quality of teaching and learning of literacy and numeracy.

What is already happening?

- In Northern Ireland, the Learning and Skills Development Agency Northern Ireland provide ongoing CPD for Essential Skills tutors through a raft of learning interventions.
- 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. LLUK is working with stakeholders in Scotland, Northern Ireland and Wales to support professional development relevant to those particular contexts. This will include:
 - 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 in support of 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 that we need to know about this issue?**

Skills needs for dealing with a diverse range of learners

Overview

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

Learners enrolled on WBL 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 qualifications and above. In addition, many learners experience learning difficulties arising from social and/or other needs.

Therefore 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. Stage 3 consultation feedback indicates that there is a great variation in tutors' and assessors' ability to deal with a diverse range of learners and it is part of the manager's role to ensure support is provided if necessary.

Occupational groups

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

- teachers
- tutors
- instructors
- trainers
- assessors
- internal Verifiers

Evidence of skills needs:

- Findings from the 2006 LLUK Employers' Survey show that 45% of Northern Ireland employers reported that their support staff lacked transferable skills, compared with 35% for UK employers. This includes communication skills and bilingual skills. Similarly, 20% of employers in Northern Ireland reported that their professional staff lacked transferable skills and 27%-30% indicated that their management staff lacked these skills.
- Some employers in Northern Ireland also reported difficulties in recruiting new staff with appropriate transferable skills, with approximately one quarter of employers indicating that people applying for professional roles lacked transferable skills, while 15% of employers indicated that applicants for support roles lacked these skills.

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?

Final question

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

ANNEX I: ORGANISATIONS/ EMPLOYERS CONSULTED AS PART OF THE STAGE 3 SSA IN NORTHERN IRELAND

LLUK Council

East Down Institute of Further and Higher Education

LLUK UK CLD Panel

Parents Advice Centre

Rural Community Network (NI)

LLUK UK HE Panel

DEL

The Open University in Ireland

University of Ulster

LLUK UK LAIS Panel

East Down Institute of Further and Higher Education

PRONI

Queens University Belfast

Northern Ireland Country Panel

Association of Northern Ireland Colleges

CCEA

DEL

EGSA

ETI

LSDA NI

Libraries Information Services Council

Northern Ireland Jobskills Providers Forum

Northern Ireland Civil Service

OCNNI

Open University

QCA

Queens University Belfast

Skill NI

University of Ulster

WEA

Youth Action

NI CLD Advisory Group

Advice NI

Armagh College

Community Workers Education & Training Network

Institute of Lifelong Learning at Queens University Belfast

Mencap

Northern Ireland Council for Ethnic Minorities

Northern Ireland Council for Voluntary Associations

Rural Community Network

Parents Advice Centre

Skill NI

Workers Education Association

Womens Support Network

Youth Council NI

Youth Action

Further Education

ANIC
Armagh College
Belfast Institute
Castlereagh College
Causeway Institute
East Antrim Institute
East Down Institute
East Tyrone College
Fermanagh College
Lisburn Institute
Newry Institute
Northern Regional College
North Down & Ards Institute
North East Institute
North West Institute
Omagh College
Upper Bann Institute

Higher Education

University of Ulster
Open University
Queens University Belfast

Libraries, Archives & Information Services

Belfast Institute of Further and Higher Education
BELB
BELB
CILIP Ireland
Craigavon & Banbridge Community HSS Trust
DCAL NI
East Antrim Inst of FHE
Linenhall Library
Lisburn Inst of FHE
LISC
North Eastern Education & Library Board
NI Council for Voluntary Action
NI Dept of Finance & Personnel
Public Records Office of NI
Queen's University Belfast
SEELB
University of Ulster
Western Education & Library Board

Work Based Learning

Academy of Hair and Beauty
Advance Training & Development
Austins Quality Training Services
Belfast Central Training Ltd
BCW Training
Blackwater House
CAFRE
Customised Training Services
Dairy Farm
East Tyrone College of Further & Higher Education

East Down Institute of Further & Higher Education
Electrical Training Trust
Engineering Training Council
ETC F&HE
Harris Associates Ltd
Hugh J O'Boyle Training Ltd
Impact Training
Improve - the food and drink sector skills council
Loughview Training Services
Momentum
North East Institute of Further & Higher Education
North City Training
Omagh College of Further Education
Paragon Training
Rutledge Joblink
Swann Training
Swann Training
Workforce Training Services

ANNEX J: NORTHERN IRELAND 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 professional, support professional and administrative staff at NVQ level 4.</p> <p>Northern Ireland employers also reported skills shortages at level 4 in recruiting managers.</p> <p>Many of these skills reflect the increasing professionalism expected within the CLD constituency in order to secure public funding and the need to demonstrate accountability and transparency. Many organisations receive government funding and in order to meet the demands of funders it is necessary to ensure adequate standards of financial reporting, accounting and report writing.</p> <p>Implementation of the 1988 compact will require capacity building in some VCS organisations, particularly around the management of a voluntary workforce and the creation of accountability, consultation and monitoring systems.</p> <p>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.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), <i>Success through skills: the Skills strategy for Northern Ireland</i> (DELNI, 2006) and the Department of Health and Social Services in Northern Ireland's <i>Building Real Partnership: Compact between Government and the Voluntary and Community Sector in Northern Ireland</i>; (DHSS, 1998) and the National Audit Report <i>Working with the Third Sector</i> (2005).</p> <p>Results from the 2006 LUK Employers Survey show that CLD employers in Northern Ireland most commonly reported a need for managers to have more transferable and wider employability skills in areas such as leadership, partnership working, interpersonal skills, outreach, creative thinking and ability to promote social inclusion and empower communities.</p> <p>A further need covered professional/technical/practical skills in organisational and financial planning.</p> <p>Employers identified management skills as a key priority for the constituency.</p>	<p>Analysis of CLD related provision in Northern Ireland found that there were two specific qualifications offered by HEIs relating to CLD. Eight FE providers offer CLD relevant provision.</p> <p>Take-up of FE provision in CLD increased by 51.4% from 2003/4-2004/5 but take-up of CLD management oriented programmes in FE declined over the same period.</p> <p>However there is very little contextualised provision for the management of CLD activities available through FE and HE providers throughout the UK.</p> <p>In Northern Ireland, CLD employers reported that management staff undertook their CPD activities through a range of sources: HE 25%-33% of employers, in-house training 17% of employers, FE 8%-17% of employers, external training provider 8% of employers, various sources 8%-17% of employers.</p> <p>More than two thirds of Northern Ireland employers indicated that they were satisfied with the continuing professional development activities undertaken by their management staff. A small proportion of employers</p>

What does it mean in FE?	Stage 1 evidence – skills (Including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue affects management staff as well as professional and learning support staff at NVQ level 4 and higher.</p> <p>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 HE) and for tackling social exclusion (with the CLD constituency). This will have implications for the FE workforce who will be required to develop effective partnership working skills and business skills.</p> <p>Reducing the number of is likely to result in a contraction of staff numbers across the FE sector in the short term and these workforce developments will need to be planned for and implemented.</p>	<p>Relevant policy literature includes Lord Leitch’s <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), the <i>Costello Report Future post-primary arrangements in Northern Ireland: advice from the post-primary review group</i> (DENI, 2004) and the <i>Burns Report Education for the 21st century</i> (DENI, 2001) and <i>Further education means business: a programme for implementation</i> (DELNI, 2004). This report outlined a major restructuring of FE with a reduction in the number of colleges from 16 to 6.</p> <p>The 2006 LLUK employers’ survey showed that skills shortages were most commonly reported for professionals and particularly at level 4 when recruiting both professionals and managers. These occupations also have skills gaps.</p> <p>The vast majority of employers were very satisfied with the skills and competences of</p>	<p>(8%) reported that they were dissatisfied with the continuing professional activities undertaken by their existing management staff. This is similar to the pattern for UK employers as a whole.</p> <p>Half of employers in Northern Ireland indicated that they made a large or very large investment in the further education and training of their existing management staff, while between one quarter and one third of employers indicated that they made a small investment.</p> <p>Analysis of FE related provision in Northern Ireland found that there were 3 specific qualifications offered by HEIs relating to FE; 3 FE providers offer courses specific to FE.</p> <p>There was very little provision within UK FE or HE that was specific to leadership and management in an FE context but this type of provision is emerging. In 2004/05 there were 25 enrolments on post-compulsory education management provision offered with Queen’s University, Belfast, an increase of 15 compared to the previous year.</p>

	existing management staff, particularly in Northern Ireland where a higher proportion of staff are qualified to level 4 or above than in any other UK home country. However leadership and management skills remain a priority for development.	
What does it mean in HE?	Stage 1 evidence – skills (Including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue is at NVQ level 4 and predominantly affects management staff but there is also a need to develop the skills of staff with management potential.</p> <p>In HE the demands and challenges of operating in an increasingly internationalised market will require real institutional strengths in leadership, governance and management. 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 need skills to build strong and purposeful collaborations, with further education and with others, to support the best teaching, research management and knowledge transfer.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006).</p> <p>Leadership and management skills development is a priority for this constituency.</p>	<p>No instances of provision of HE specific training have been identified in the FE and WBL sectors. No programmes offering leadership and management development relevant to HE itself have been identified within HE in Northern Ireland. Three HEIs in Northern Ireland offer qualifications for the post-compulsory sector and a small percentage of HE constituency employees (1.5%) is undertaking study with the Open University.</p>
What does it mean in LAIS?	Stage 1 evidence – skills (Including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue affects management staff at NVQ level 4 and higher.</p> <p>Specific skills needs include:</p> <ul style="list-style-type: none"> • management and supervisory skills • strategic leadership • library and archives management • advocacy and team working • project management • financial management 	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006) and the consultation document <i>Northern Ireland's libraries: a framework for change</i> (DCALNI, 2005). In Northern Ireland the Review of Public Administration (concluded March 2006) covered a wide range of bodies including Library Boards. This was supplemented by <i>Delivering tomorrow's libraries</i> (DCAL, 2006).</p>	<p>No vocationally-relevant management and leadership oriented training education provision was identified in Northern Ireland from the data available up to 2004/05.</p> <p>However this area of professional training is emergent. In January 2006 15 students registered on the 2 year part-time Postgraduate Certificate in School Library Management at the</p>

<ul style="list-style-type: none"> • bid writing/fund raising • conflict management • entrepreneurship and innovation • performance management 	<p>The 2006 LLUK employers' survey identified wider employability skills as a priority, particularly management and supervisory skills, blended with library management skills; advocacy; team-working.</p> <p>Consultation highlighted management and leadership as an essential skills area. Improvements were said to be necessary in management skills across all levels from supervisors through to senior management. Currently, there is often a dichotomy between the need for professional library/archivist skills and management skills. Many individuals are promoted on their high quality librarian skills, without sufficient management training. A leadership and management strategy that ensures access to management training at Level 3 and above would benefit the constituency.</p>	<p>University of Ulster's School of Education.</p>
<p>What does it mean in WBL?</p>	<p>Stage 1 evidence – skills (Including policy drivers of the skills)</p>	<p>Stage 2 evidence - training</p>
<p>This skills issue is predominantly at NVQ level 4 with some gaps at level 3 and affects management staff Specific skills required include:</p> <ul style="list-style-type: none"> • financial management • strategic planning • partnership working • engaging employers • business management • marketing of the organisation • market research 	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), <i>Entrepreneurship and education action plan</i> (DETINI, 2003), <i>The Skills Strategy for Northern Ireland</i> (DELNI, 2004), <i>Success through skills: the skills strategy for Northern Ireland</i> (DELNI, 2006) and <i>Training for success: professional and technical training: consultation document</i> (DELNI, 2006).</p> <p>Results from the LLUK employer survey identified development of management and leadership skills as a priority particularly in the area of financial and strategic planning.</p> <p>Providers and stakeholders reported demand</p>	<p>Although there are a variety of WBL related learning programmes offered by HE, none have been identified as having a specific focus on management of these activities. Most of these were first degrees, DipHEs and non-research Masters degrees which may offer a suitable training for managers within WBL. Most are concentrated within 2 centers in the UK, one of which is Queen's University, Belfast.</p> <p>Very few management related qualifications specific to WBL were offered by FE. They attracted only 15 enrolments in 2003/04 and 2004/05.</p>

	<p>for a range of management and leadership skills including financial and business management and strategic planning. In addition, providers emphasise that staff need specific skills in order to respond to employer needs.</p> <p>Consultation indicated that the following areas were also important: change management, inter-personal skills, business development, HR/personnel skills, organisation behavior, negotiation skills, ICT, employment law, access to up-to-date learning and computer based resources, coaching/team building.</p> <p>WBL providers and stakeholders identify time and resource issues as major barriers to accessing management and leadership training. This is particularly the case for small and medium sized enterprises (SMEs).</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 at NVQ level 4 but also affects professional, support and administrative staff.</p> <p>The implementation of the 1998 compact will require capacity building in some VCS organisations, particularly around the creation of accountability, consultation and monitoring systems.</p> <p>Expansion of partnerships with the statutory sector will result in some smaller organisations increasing in size, and a growing number of volunteers in the constituency.</p>	<p>Relevant policy literature includes Lord Leitch’s <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), <i>Success through skills: the skills strategy for Northern Ireland</i>, (DELNI, 2006) and the Department of Health and Social Services in Northern Ireland’s <i>Building Real Partnership: Compact between Government and the Voluntary and Community Sector in Northern Ireland</i>; (DHSS, 1998) in which the VCS pledged to develop accountability systems and to keep stakeholders informed and consulted. Others are the National Audit Report <i>Working with the Third Sector</i> (2005) and the 2005 Department of Education’s</p>	<p>Analysis of CLD related provision in Northern Ireland found that there were two specific qualifications offered by Higher Education Institutions relating to CLD. Eight FE providers offer CLD relevant provision.</p> <p>However no sector specific provision relating to multi agency working and partnerships was identified.</p>

<p>The skills required include:</p> <ul style="list-style-type: none"> • leadership skills • strategic management • managing volunteers • organisation governance • business planning • engaging the community • business management • marketing the organisation 	<p><i>Strategy for Delivery of Youth Work in Northern Ireland 2005-2008</i> which said that promoting effective, inclusive youth work entails developing and implementing a strategy for youth work practice within the formal education sector, in geographic communities, in communities of interest and across other Government departments</p> <p>In the 2006 LLUK employers' survey employers in Northern Ireland reported a need for managers to have more transferable and wider employability skills in partnership working, outreach and ability to promote social inclusion and empower communities. 29%-31% of employers felt management staff lacked specialist professional and technical skills, including skills in building effective partnerships to enhance community learning and development.</p> <p>Consultation work indicated further needs in change management, interpersonal skills, tenders/proposal writing, negotiation skills, coaching and team building.</p>	
<p>What does it mean in FE?</p>		
<p>This skills issue is at NVQ level 4 and higher and affects management staff as well as professional and learning support staff.</p> <p>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 HE) and for tackling social exclusion (with the CLD constituency). This will have implications for the FE workforce who will be required to develop effective</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), the Costello Report <i>Future post-primary arrangements in Northern Ireland: advice from the post-primary review group</i> (DENI, 2004) and the Burns Report <i>Education for the 21st century</i> (DENI, 2001) and <i>Further education means business: a programme for implementation</i> (DELNI, 2004).</p> <p>The 2006 LLUK employers' survey showed that the vast majority of employers were very satisfied with the skills and competences of</p>	<p>Analysis of FE related provision in Northern Ireland found that there were three specific qualifications offered by HEIs relating to FE and that 3 FE providers offer courses specific to FE.</p> <p>No sector specific provision on multi agency working and partnerships was identified.</p>

<p>partnership working and business skills.</p>	<p>existing management staff in Northern Ireland, where a higher proportion of staff is qualified to level 4 or above than in any other UK home country.</p>	
<p>What does it mean in HE?</p>		
<p>This skills issue particularly affects those who provide support to learners. It also extends to all in management, professional, support professional and technical and administrative roles who have direct contact with learners.</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>Staff will need skills to build strong and purposeful collaborations with FE and others, to support teaching, research management and knowledge transfer.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006).</p> <p>Employers prioritised development of professional/technical/ practical skills in the context of the widening participation agenda and of catering for learners with diverse needs.</p>	<p>No sector specific provision relating to widening participation in HE was identified in Northern Ireland.</p>
<p>What does it mean in LAIS?</p>		
<p>No skills need specific to LAIS was identified in this area</p>		
<p>What does it mean in WBL?</p>		
<p>This skills issue predominantly affects management staff at NVQ level 4 predominantly at Level 4. Some employers also report recruitment difficulties and internal skills gaps for management staff at Level 3.</p> <p>Specific skills required include:</p> <ul style="list-style-type: none"> • strategic planning • partnership working • marketing of the organization • change management • inter-personal skills • negotiation skills • coaching 	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), <i>Entrepreneurship and education action plan</i> (DETINI, 2003), <i>The Skills Strategy for Northern Ireland</i> (DELNI, 2004), <i>Success through skills: the skills strategy for Northern Ireland</i> (DELNI, 2006a) and <i>Training for success: professional and technical training: consultation document</i> (DELNI, 2006).</p> <p>WBL providers identified the development of partnership working skills as a constituency need.</p>	<p>Although there are a variety of WBL related learning programmes offered by HE, none have been identified as having a specific focus on multi agency working and partnerships.</p>

- team building.

SKILLS PRIORITY – SKILLS RELATED TO LEARNING DELIVERY (including PEDAGOGY and ILT)

What does it mean in CLD?

Skills needs for the CLD workforce are predominantly at NVQ level 4 and above for professional staff. Skills needs for support professional staff are at NVQ level 2 and above.

Specific occupations affected by skills shortages include youth community officers, youth support workers and parent support workers.

Literacy, numeracy and ESOL skills are seen as increasingly important as the workforce often deals with communities that have communication and learning issues. Employers suggest there may be a shortage of high quality tutors as it is hard to compete with the higher salaries offered by colleges.

Stage 1 evidence – skills (Including policy drivers of the skills)

Relevant policy literature includes Lord Leitch's *Prosperity for all in the global economy: world class skills* (HM Treasury, 2006), *Success through skills: the skills strategy for Northern Ireland*, (DELNI, 2006), *Building Real Partnership: Compact between Government and the Voluntary and Community Sector in Northern Ireland* (DHSS, 1998); and the National Audit Report *Working with the Third Sector* (2005).

The CLD constituency anticipates a rapid increase in the proportion of its workforce qualified at levels 2, 3 and 4

Employers also emphasise the importance of formal qualifications in meeting government targets and improving the status of the workforce.

Consultation work discussion of whether formal qualifications or training are required for tutors centred on the relative significance of subject knowledge and pedagogical skills. There is no 'community sector standard' that is a requirement for anyone delivering training or education within the sector. Development of a preparation to teach qualification that is fit for purpose would be valuable.

Stage 2 evidence - training

Analysis of CLD related provision in Northern Ireland found that there were 2 specific qualifications offered by HEIs relating to CLD. Eight FE providers offer CLD relevant provision.

Take-up of FE provision in CLD increased by 51.4% from 2003/4-2004/5 but take-up of CLD management oriented programmes in FE declined over the same period.

While learners from other LLUK constituencies are likely to study part-time in HE, implying that HE provision is regarded as CPD, the CLD constituency accounted for all of the full-time undergraduate places taken up by members of the LLUK workforce in HE in 2004/05. In the same year 98.5% of the LLUK workforce known to be enrolled with the Open University came from the CLD constituency.

The training offered by FE to the lifelong learning sector was mostly either generic post-compulsory provision or intended for CLD employees. These two areas saw the greatest growth in enrolments in 2003/04 and 2004/05

What does it mean in FE?		
<p>This skills issue predominantly affects teaching and learning support staff at NVQ level 4 and higher. Specific occupations include FE lecturers and tutors.</p> <p>Skills issues for the FE workforce include: subject specific skills shortages for FE lecturers, skills shortages for Adult Literacy, Numeracy and ESOL teaching and support staff, skills gaps and shortages for teaching and broader pedagogical skills, future demand for learning support and technical staff</p> <p>In Northern Ireland, a teaching qualification is not mandatory for appointment to posts in FE. It is mandatory for all new entrants to full-time permanent teaching or associate lecturer posts who do not possess a teaching qualification to pass the Postgraduate Certificate in Further and Higher Education PGC(FHE).</p> <p>Moreover, use of Information and Learning Technologies is growing, often blended with or replacing traditional face to face teaching. Lecturers and students commonly use ILT for independent working, research and presentations.</p> <p>The skills required are pedagogical skills in teaching and supporting learning. This includes:</p> <ul style="list-style-type: none"> • assessing learners' needs • planning and preparing teaching and learning programmes • developing and using a range of teaching and learning techniques 	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), the Costello Report <i>Future post-primary arrangements in Northern Ireland: advice from the post-primary review group</i> (DENI, 2004), the Burns Report <i>Education for the 21st century</i> (DENI, 2001), <i>Further education means business: a programme for implementation</i> (DELNI, 2004) and <i>Training for success: professional and technical training: consultation</i> (DELNI, 2006b).</p> <p>Stakeholders agree that teaching and learning staff need to develop skills for embedding Essential Skills assessments within other programmes of learning.</p> <p>Employers also identify an increasing demand for particular professional/ technical/practical skills for professionals in support of teaching and learning in FE.</p>	<p>Analysis of FE related provision in Northern Ireland found that there were 3 specific qualifications offered by HEIs relating to FE.</p> <p>3 FE providers offer courses specific to FE. Of those enrolled on FE related programmes in FE in 2004/05 70.3% achieved a pass, 6% below the pass rate for the sector.</p>

<ul style="list-style-type: none"> • E-Learning and distance learning • reflective pedagogy • pedagogical skills development in coaching and related issues 		
<p>What does it mean in HE?</p>		
<p>This skills issue is at NVQ level 4 and affects academic and professional staff and technical staff.</p> <p>For the academic and professional workforce the skills required are specialist professional and technical skills followed by more general skills including communication skills.</p> <p>For the technical support workforce the skills required are</p> <ul style="list-style-type: none"> • specialist technical and practical skills including IT skills • design and manual skills to build research equipment • advanced technical skills to operate and maintain large complex pieces of equipment • knowledge of local set up • ability to evaluate products and services • effective lab management and safety • general skills including communication skills, project management, staff/teach management, teaching and coaching skills 	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006).</p> <p>The demand for skilled professional 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.</p> <p>The subject areas which may require the largest growth in academic staff are medicine, biological sciences, engineering and social policy.</p> <p>LLUK research has identified current and future skills issues for the HE workforce including actual and predicted shortages in skilled academic professionals. Survey respondents from HE expect demand for all occupational groups, other than support/associate professionals, to grow.</p> <p>Participants in future scenarios workshops anticipated that technicians will move from demonstrating into teaching roles.</p> <p>Employers also identify an increasing demand for particular professional/ technical/practical skills for professionals in support of teaching and learning.</p>	<p>No instances of provision of HE specific training have been identified in the FE and WBL sectors. Three HEIs in Northern Ireland offer qualifications for the post-compulsory sector and a small percentage of HE constituency employees (1.5%) is undertaking study with the Open University.</p> <p>Overall there is very little provision for teaching of skills related to learning to members of the HE constituency.</p> <p>No programmes were identified that lead to level 4 qualifications for technicians.</p>

What does it mean in LAIS?		
<p>This skills gap affects all management, professional, paraprofessional and administrative staff at NVQ level 4 and higher.</p> <p>ICT issues have been identified as significant for this constituency, notably support of general users of basic ICT.</p> <p>Skills relating to Information Learning Technology are particularly relevant to libraries in universities and colleges where learners often require assistance in using learning platforms and accessing on-line content.</p> <p>Other skills needs include supporting adults with basic skills needs, inter-personal and communication skills and bilingual skills.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), Northern Ireland's Review of Public Administration (concluded March 2006) covered a wide range of bodies including Library Boards. Other relevant items include <i>Northern Ireland's libraries: a framework for change</i> (DCALNI, 2005) and <i>Delivering tomorrow's libraries</i> (DCAL, 2006).</p> <p>Wider employability skills such as customer services and the ability to support people to help them learn are a priority for this constituency.</p>	<p>There is no targeted provision for members of the LAIS constituency in either FE or HE in Northern Ireland. Similarly no LAIS oriented programmes were identified in WBL.</p> <p>However approximately half of Northern Ireland employers reported that they made a large or very large investment in the education and training of current professional and paraprofessional staff. Just under half of Northern Ireland employers reported that they made either a small investment or no investment in the training of professional and paraprofessional staff.</p> <p>LAIS employers in Northern Ireland reported that their professional staff undertook their further education and training through the following sources: in-house (31%), HE (23%), external trainers (15%), various other (23%0).</p>
What does it mean in WBL?		
<p>This issue affects tutors, trainers and teachers and is predominantly level 4.</p> <p>There is a need for improved vocational and work-based training across the workforce and it is likely that the skills profile of the WBL constituency will be influenced by closer integration with FE colleges following the review of 'Jobskills' provision.</p> <p>Skills issues for the WBL workforce are:</p> <ul style="list-style-type: none"> • Subject specific skills shortages for teachers, 	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), <i>Entrepreneurship and education action plan</i> (DETINI, 2003), <i>The Skills Strategy for Northern Ireland</i> (DELNI, 2004), <i>Success through skills: the skills strategy for Northern Ireland</i> (DELNI, 2006) and <i>Training for success: professional and technical training: consultation document</i> (DELNI, 2006).</p> <p>In the 2006 LLUK employers survey half of Northern Ireland employers reported</p>	<p>There is very little WBL specific training available over the lifelong learning sector as a whole. The few specific offerings that are available are mostly offered by HE. Most of these are first degrees, DipHEs and non-research Masters degrees which may offer a suitable training for teachers and trainers within WBL. Most are concentrated within 2 centres in the UK, one of which is Queen's University, Belfast.</p>

<p>trainers and tutors</p> <ul style="list-style-type: none"> Recruitment difficulties and internal skills shortages for literacy, numeracy and ESOL staff Skills needs for dealing with a diverse range of learners <p>Subject areas affected by skills shortages include engineering, science, technical, health and social care, plasterers, bricklayers and some areas of the hospitality industry</p> <p>Consultation showed that tutors and assessors 'softer' skills also need attention. There is a need for the provision of high quality careers advice and guidance to young people, unemployed adults and individuals interested in changing careers. Though tutors and assessors are currently able to provide guidance within their subject specialism, there is a need for a more co-coordinated approach. Tutors and assessors are expected to act as counsellors to their learners, develop action plans and provide ongoing learning support.</p> <p>Currently tutors and assessors are expected to have a qualification in their specialist subject and the Learning and Development Assessor and Verifier Awards. There is no requirement to have a training or teaching qualification. There was broad agreement that formal accreditation would help to improve overall performance of tutors and assessor.</p>	<p>difficulties in recruiting professional staff with professional, technical and practical skills, including teaching and subject specific knowledge and experience. 31% said applicants for support professional and technical roles lacked professional, technical and practical skills.</p> <p>58% of employers in Northern Ireland expected the demand for professional staff to increase over the next 5-10 years. 50% expected demand for support professional and technical staff to increase.</p>	<p>There were a small number of enrolments on teaching and training qualifications that were relevant to the WBL workforce in Northern Ireland. 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.</p>
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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
This skills issue particularly affects professional and support staff and is predominantly at NVQ level 4 and above for	Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury,	In the UK as a whole there has been an increase in training programmes offered by HE and particularly in FE

<p>professional staff and at level 2 and above for support professional staff.</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 • engaging with communities to achieve reconciliation (in Northern Ireland). • knowledge and experience of working in the CLD sector. 	<p>2006), <i>Success through skills: the skills strategy for Northern Ireland</i>, (DELNI, 2006), <i>Building Real Partnership: Compact between Government and the Voluntary and Community Sector in Northern Ireland</i> (DHSS, 1998); the National Audit Report <i>Working with the Third Sector</i> (2005) and <i>Youth work: a model for effective practice</i> (DENI, 2004).</p> <p>In the 2006 LUK employers' survey 22% of Northern Ireland's employers reported difficulties recruiting professional staff with specialist professional and technical skills. 33% experienced difficulties recruiting support staff with these 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.</p> <p>6%-11% reported that applicants to professional and support roles lacked transferable skills including ability to engage and communication skills.</p> <p>33% of employers believed demand for professional staff would increase. Half of Northern Ireland employers surveyed expected demand for support staff to increase.</p> <p>Stakeholders in Northern Ireland prioritized transferable and wider employability skills, including interpersonal and outreach skills and skills to promote social inclusion and empower communities. In particular youth workers will need to develop advice and guidance skills.</p>	<p>relating to youth work. The majority of enrolments were on youth work programmes in FE. In Northern Ireland all such enrolments were on programmes that also covered some other area of CLD work.</p> <p>In the UK as a whole the proportion of youth work programmes identified as endorsed by appropriate bodies was generally low. Employers expressed concerns over the provision delivered by FE and suggested a preference for greater local coverage through established networks. There were calls for higher level provision, at level 4, to be delivered through FE and a desire for a greater value to be attached to experience in the sector.</p>
<p>What does it mean in FE?</p>		
<p>This skills issue affects all staff that has direct contact with learners.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury,</p>	<p>In the UK as a whole there was little evidence of provision that directly addresses these skills needs within</p>

Widening participation means that staff in FE colleges will need enhanced learner engagement skills to meet the needs of an increasingly diverse learner population including younger learners aged 14-19, adult learners and those from disadvantaged backgrounds

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.

In Northern Ireland additional key priorities include migrant workers, learners within SMEs and existing students with poor essential skills. 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 they teach.

2006), the Costello Report *Future post-primary arrangements in Northern Ireland: advice from the post-primary review group* (DENI, 2004), the Burns Report *Education for the 21st century* (DENI, 2001), *Further education means business: a programme for implementation* (DELNI, 2004) and *Training for success: professional and technical training: consultation* (DELNI, 2006b).

Findings from the 2006 LLUK employers' survey indicated that 18%-20% of employers in Northern Ireland felt that existing management staff lacked transferable skills including communication and language skills. Smaller proportions indicated that they believed professional and learning support and technical staff lacked these skills (9% and 8%).

the FE context.

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, professional, support professional and technical and administrative roles that have direct contact with learners.</p> <p>Although student numbers are expected to grow in Northern Ireland it is anticipated that the extent of recruitment within Northern Ireland could be adversely affected by the introduction of top-up fees in September 2006.</p> <p>Staff in HEIs 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. There will be a greater emphasis on facilitating and enabling independent learning, with staff required to identify learners' different learning styles. A greater diversity of provision will be required to achieve equality of standards of learning and achievement for this student body. Students will increasingly make demands on HE providers by, for example, being engaged more interactively in their learning.</p> <p>The skills required are:</p> <ul style="list-style-type: none"> • identifying learner needs • engaging learners • supporting learners • language skills • knowledge of diversity issues <p>Staff also require more general skills including communication and bilingual skills, workforce diversity awareness and disability awareness.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006). In Northern Ireland, the Department for Employment and Learning have introduced a number of initiatives to address the issues of widening participation including a widening participation premium for students from disadvantaged backgrounds and a widening access premium for students with disabilities.</p> <p>Dealing with the widening participation agenda and with learners with diverse needs are priority areas within the professional/ technical/practical skills category.</p> <p>Stakeholders identified professional competence and wider employability skills as priorities.</p>	<p>No instances of provision of HE specific training have been identified in the FE and WBL sectors. Three HE institutions in Northern Ireland offer qualifications for the post-compulsory sector and a small percentage of HE constituency employees (1.5%) is undertaking study with the Open University.</p> <p>In the UK as a whole there was little evidence of provision that directly addresses these skills needs within the HE context.</p>

What does it mean in LAIS?		
<p>This skills gap affects all staff.</p> <p>Wider employability skills such as customer services and the ability to support people to help them learn are a priority for this constituency as are transferable skills such as communications.</p> <p>All 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.</p> <p>Specific skills needs include:</p> <ul style="list-style-type: none"> • customer engagement • supporting adults with basic skills needs • inter-personal skills • communication skills • bilingual skills 	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), Northern Ireland's <i>Review of Public Administration</i> (concluded March 2006) covered a wide range of bodies including Library Boards. Other relevant items include <i>Northern Ireland's libraries: a framework for change</i> (DCALNI, 2005) and <i>Delivering tomorrow's libraries</i> (DCAL, 2006).</p> <p>In the 2006 LLUK employers' survey employers reported difficulties in recruiting professional and paraprofessional staff with transferable skills. In Northern Ireland, 21% of employers said applicants for professional roles lacked transferable skills. 29% said applicants for paraprofessional roles lacked these skills. Employers reported that 33% of applicants for administrative positions and 21%-29% of management applicants lacked transferable skills.</p> <p>Half of employers in Northern Ireland reported that professional and paraprofessional staff lacked transferable skills including communication and bilingual skills. Between 25% and 62% said management staff lacked transferable skills. 36% said administrative staff lacked transferable skills.</p> <p>More than three quarters of employers in Northern Ireland thought demand for communication, language, customer-service and problem solving skills will increase over the next 5-10 years.</p> <p>Employers in Northern Ireland identified a growing future need for customer service skills</p>	<p>There is no targeted provision for members of the LAIS constituency in either FE or HE in Northern Ireland. Similarly no LAIS oriented programmes were identified in WBL.</p> <p>In the UK as a whole there was little evidence of provision that directly addresses these skills needs within the LAIS context.</p>

	in archives and records management and increasing demand for 'people skills'.	
What does it mean in WBL?		
<p>This skills issue affects all staff that has direct contact with learners.</p> <p>The diverse learning backgrounds and social circumstances of the learners with whom WBL providers are engaged demands a skilled workforce that can ensure that learners' experiences match their way of learning, their learning goals, their personal development and their career aspirations. LLUK's Stage 3 consultation feedback indicates that there is a great variation in tutors and assessors ability to deal with a diverse range of learners and it is part of the manager's role to ensure support was provided if necessary.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), <i>Entrepreneurship and education action plan</i> (DETINI, 2003), <i>The Skills Strategy for Northern Ireland</i> (DELNI, 2004), <i>Success through skills: the skills strategy for Northern Ireland</i> (DELNI, 2006) and <i>Training for success: professional and technical training: consultation document</i> (DELNI, 2006).</p> <p>In the 2006 LLUK employers' survey 45% of Northern Ireland employers reported that support staff lacked transferable skills, including communication and bilingual skills. 20% of employers in Northern Ireland said professional staff lacked transferable skills. 27%-30% said management staff lacked these skills.</p>	<p>There is very little WBL specific training available over the lifelong learning sector as a whole. The few specific offerings that are available are mostly offered by HE. Most of these programmes are first degrees, DipHEs and non-research Masters degrees which may offer a suitable training for teachers and trainers within WBL. Most of these programmes are concentrated within 2 centres in the UK, one of which is Queen's University, Belfast.</p> <p>In the UK as a whole there was little evidence of provision that directly addresses these skills needs within the WBL context.</p>

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
<p>This skills issue is at NVQ level 4 and affects managers and professionals.</p> <p>Consultation work suggested that CLD, including key strands such as Youth Work and working with parents, is not the career of choice that individuals train for. Many employees entered CLD with a background in social care and so do not have appropriate</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), <i>Success through skills: the skills strategy for Northern Ireland</i> (DELNI, 2006), <i>Building Real Partnership: Compact between Government and the Voluntary and Community Sector in Northern Ireland</i> (DHSS, 1998); the National Audit Report <i>Working with</i></p>	<p>Analysis of CLD related provision in Northern Ireland found that there were two specific qualifications offered by HEIs relating to CLD.</p> <p>Eight FE providers offer CLD relevant provision. Take-up of FE provision in CLD increased by 51.4% from 2003/4-2004/5 but take-up of CLD</p>

qualifications. CPD is the means of improving employees' capabilities. This is also the case for support staff, who need better skills in relation to ICT and administration, specifically related to European and UK funding.

A 2004 NICVA report on the paid workforce of the voluntary and community sector in Northern Ireland *Sector Skills* found that 28% of respondent organisations experienced difficulties in recruiting new employees over the previous twelve months. The quality of applicants was cited as a major reason for recruitment difficulties. More than four fifths of organisations experiencing recruitment difficulties received too few applications.

Difficulties in recruiting ESOL, literacy and numeracy staff may be due to the higher salaries offered by colleges.

the Third Sector (2005) and *Youth work: a model for effective practice* (DENI, 2004).

In the 2006 LLUK employers' survey 33% of Northern Ireland employers reported problems recruiting support staff with 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. 22% of employers surveyed reported difficulties recruiting professional staff. Employers reported a higher rate of skills shortages among administrative staff than other UK CLD employers.

Between 11% and 6% of employers surveyed in Northern Ireland reported that applicants to professional and support roles lacked transferable skills including ability to engage and communication skills.

Northern Ireland employers were less likely than other UK employers surveyed to believe the demand for professional staff would increase (33%). Half of them expected demand for support staff to increase.

Consultation also suggested a shortage of high quality tutors in literacy, numeracy and ESOL.

Telephone surveys revealed shortages in transferable skills (ICT) and wider employability skills (team working and customer services) in professional and administrative occupations.

Participants in future scenarios workshops in

management oriented programmes in FE declined over the same period.

Northern Ireland employers expressed high levels of dissatisfaction and low levels of satisfaction for CPD provision available to support/associate professionals.

	<p>Northern Ireland suggested that the expansion of partnerships and collaboration between voluntary and statutory sectors will result in some small organisations increasing in size.</p>	
<p>What does it mean in FE?</p>		
<p>The skills needs are at level 4 and above and affect lecturing staff.</p> <p>Analysis undertaken by the Association of Northern Ireland Colleges (ANIC) in 2006 found that the proportion of lecturer posts classified as 'hard to fill' increased markedly from 25% in 2002/03 to 46% in 2005/06. Areas identified as having particular recruitment problems included bricklaying, construction, engineering and craft industries for lecturer posts. For senior lecturer posts the most difficult to fill positions included business development, software engineering and staff training and support.</p> <p>Specific skills required include:</p> <ul style="list-style-type: none"> • Subject specific knowledge and experience • Teaching and pedagogical skills. <p>FE cannot match the salaries offered by schools and industry, and therefore cannot compete for the higher paid and better qualified people in the labour market.</p> <p>However the FE sector in Northern Ireland is scheduled to contract, with the reduction in numbers of FE institutions from 16 to 6.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), the Costello Report <i>Future post-primary arrangements in Northern Ireland: advice from the post-primary review group</i> (DENI, 2004), the Burns Report <i>Education for the 21st century</i> (DENI, 2001), <i>Further education means business: a programme for implementation</i> (DELNI, 2004) and <i>Training for success: professional and technical training: consultation</i> (DELNI, 2006).</p> <p>In the 2006 LLUK employers' survey shows that 62% of Northern Ireland employers reported difficulties in recruiting professional staff at Level 4 and above. Applicants were most likely to lack specialist professional, technical and practical skills, including subject specific skills and knowledge and teaching and pedagogical skills. More than two thirds of Northern Ireland employers reported such recruitment difficulties.</p> <p>Relatively few employers in Northern Ireland expected the demand for professional staff to increase over the next 5-10 years (9%), while 18% expected a decline in demand and 36% believed that there would be no change. Skills shortages were most commonly reported for professionals and particularly at level 4 when recruiting both professionals and managers. These occupations also have skills gaps.</p>	<p>In the UK as a whole there was little evidence of provision that directly addresses these skills needs within the FE context.</p> <p>In Northern Ireland, the Lecturers into Industry initiative seeks to align the outputs of the FE sector with the needs of the Northern Ireland economy. It gives lecturers the opportunity to update their knowledge and skills through structured placements.</p>
<p>What does it mean in HE?</p>		

This skills issue affects teaching and lecturing staff and is at NVQ level 4. It also affects those employed as technicians and in other technical support roles, including laboratory, engineering, IT and medical technicians and is at NVQ level 4.

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

- business and management
- IT
- economic
- electronics
- law
- medicine
- teacher education (further education and higher education).

The skills required are specialist professional and technical skills followed by more general skills including communication skills.

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

The demand for skilled professional 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.

Relevant policy literature includes Lord Leitch's *Prosperity for all in the global economy: world class skills* (HM Treasury, 2006).

Employers reported skills shortages among support/associate professionals, predominantly at level 4. In Northern Ireland shortages among administrative staff were identified at level 3 (compared to level 4 in the rest of the UK), suggesting that the Northern Ireland administrative workforce in HE is less well qualified than in other UK home countries.

No instances of provision of HE specific training have been identified in the FE and WBL sectors. Three HE institutions in Northern Ireland offer qualifications for the post-compulsory sector. 1.5% of HE employees are undertaking study with the Open University.

In the UK as a whole there was little evidence of provision directly addressing skills needs within the HE context.

More than half of UK employers reported making a large or very large investment in the education and training of staff. They were most likely to make a large investment in their professional, support and technical staff and administrative staff.

One third of UK employers said management staff undertook their further education and training in HEIs; 42% said management staff undertook their training through a variety of sources.

The current focus of education and training is on academic skills. This may indicate a need to redesign courses.

There is no specialist qualification for Technicians working in HE and no standard recruitment or developmental path into highly skilled technical roles.

What does it mean in LAIS?

There is a difficulty in recruiting qualified and skilled staff within LAIS in Northern Ireland. Skills shortages were predominantly at level 4 when recruiting both professionals and managers and shortages at level 2 when recruiting manual staff.

Relevant policy literature includes Lord Leitch's *Prosperity for all in the global economy: world class skills* (HM Treasury, 2006), Northern Ireland's *Review of Public Administration* (concluded March 2006) covered a wide range of bodies including Library Boards. Other relevant items include *Northern Ireland's libraries: a framework for change* (DCALNI, 2005) and *Delivering tomorrow's libraries* (DCAL, 2006).

In Northern Ireland 64% of employers said applicants to professional roles lacked specialist technical and professional skills; 29% of employers said paraprofessionals lacked these skills.

Employers surveyed by phone identified ICT skills as an area of particular shortage.

38% of Northern Ireland employers expected future demand for professional staff to increase; 31% expected a decline and 23% expected no change. More than half Northern Ireland employers expected the demand for paraprofessional staff to increase over the next 5-10 years.

Employers in Northern Ireland identified a growing future need for customer service skills in archives and records management and an increasing demand for 'people skills'.

There is no targeted provision for members of the LAIS constituency in either FE or HE in Northern Ireland. Similarly no LAIS oriented programmes were identified in WBL. At present individuals who wish to pursue specialist qualifications do not have any access them in Northern Ireland. There is also a need for short courses and CPD for the workforce.

In the UK as a whole there was little evidence of provision that directly addresses these skills needs within the LAIS context. The Chartered Institute of Library and Information Professionals (CILIP) offers a Revalidation Scheme and the Society of Archivists (SoA) is currently developing its own CPD scheme.

Approximately half of Northern Ireland employers reported making a large or very large investment in the education and training of current professional and paraprofessional staff. Just under half reported that they made either a small investment or no investment in the training of their professional and paraprofessional staff. Professional and paraprofessional staff undertook their further education and training through a variety of sources.

Northern Ireland employers expressed high levels of dissatisfaction and low levels of satisfaction with CPD provision available to support/associate professionals. 39% were dissatisfied with the CPD

		<p>activities undertaken by their professional and paraprofessional staff.</p>
<p>What does it mean in WBL?</p>		
<p>The skills needs are predominantly at NVQ level 4 and affect professionals and support/associate professionals with NVQ level 4 skills shortages for managers most prevalent.</p> <p>There is a particular difficulty in supporting learners who have some degree of learning needs. If these are identified as a key issue then specialist tutors are available. Otherwise tutors and assessors have to provide learning support assistance by identifying specific learning difficulties even if they have no training and/or qualifications to help them do so.</p> <p>There are particular recruitment difficulties in attracting numeracy tutors.</p> <p>Employers thought recruitment difficulties were due to shortage of high quality tutors and inability to compete with college salaries.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), <i>Entrepreneurship and education action plan</i> (DETINI, 2003), <i>The Skills Strategy for Northern Ireland</i> (DELNI, 2004), <i>Success through skills: the skills strategy for Northern Ireland</i> (DELNI, 2006) and <i>Training for success: professional and technical training: consultation document</i> (DELNI, 2006).</p> <p>In the 2006 LLUK employers' survey half of Northern Ireland employers reported difficulties in recruiting professional staff with professional, technical and practical skills, including teaching and subject specific knowledge and experience. 31% said applicants for support professional and technical roles lacked professional, technical and practical skills.</p> <p>Employers report recruitment problems and internal skills gaps for Essential Skills staff in literacy, numeracy and ESOL.</p> <p>58% of employers in Northern Ireland expected demand for professional staff to increase over the next 5-10 years. 50% of Northern Ireland employers expected demand for support professional and technical staff to rise.</p>	<p>There is very little WBL specific training available over the lifelong learning sector as a whole. The few specific offerings that are available are mostly offered by HE. Most of these programmes are first degrees, DipHEs and non-research Masters degrees which may offer a suitable training for teachers and trainers within WBL. Most of these programmes are concentrated within 2 centres in the UK, one of which is Queen's University, Belfast.</p> <p>In Northern Ireland all Essential Skills tutors must have the Queens' University Essential Skills Tutor qualification. There is well-supported provision within HE and FE for training in Essential Skills and ESOL.</p> <p>In the UK as a whole there was little evidence of provision that directly addresses skills needs within the WBL context.</p>

	Skills gaps were most frequently reported among managers at NVQ level 4 with some employers indicating shortages at this level among professionals.	
SKILLS PRIORITY – ICT		
What does it mean in CLD?	Stage 1 evidence – skills (Including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue affects management staff at NVQ level 4 and support staff at level 2 and above.</p> <p>The use of ICT from the basic level through to design of IT systems is an important area. For example, it would be beneficial to organisations to have community websites and good quality databases. A well thought out IT strategy to improve efficiency would be useful as many of the current systems that have evolved were based on the availability of funding.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), <i>Success through skills: the skills strategy for Northern Ireland</i>, (DELNI, 2006), the Department of Health and Social Services in Northern Ireland's <i>Building Real Partnership: Compact between Government and the Voluntary and Community Sector in Northern Ireland</i> (DHSS, 1998); the National Audit Report <i>Working with the Third Sector</i> (2005) and <i>Youth work: a model for effective practice</i> (DENI, 2004).</p> <p>Employer surveys revealed shortages in transferable skills (ICT) in management staff and also in support staff.</p>	<p>In the UK 2 HE programmes were identified as relating to ICT within a CLD context, both with a family learning element. There was minimal uptake of these programmes.</p> <p>ICT related provision that is likely to be suitable for a CLD context is plentiful in the HE and FE sectors. No such provision was identified in the WBL sector in Northern Ireland.</p>
What does it mean in FE?		
<p>This skills issue affects learning support and technical staff.</p> <p>In Northern Ireland the <i>Chief Inspector's Report 2002-2004</i> found that many staff had a good awareness of the potential of Virtual Learning Environments (VLEs) to support learning but few had the necessary skills to use them effectively.</p> <p>Use of Information and Learning Technologies is growing, often blended with or replacing traditional face to face teaching. Lecturers and students commonly use ILT for independent</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), the Costello Report <i>Future post-primary arrangements in Northern Ireland: advice from the post-primary review group</i> (DENI, 2004), the Burns Report <i>Education for the 21st century</i> (DENI, 2001), <i>Further education means business: a programme for implementation</i> (DELNI, 2004) and <i>Training for success: professional and technical training: consultation</i> (DELNI, 2006).</p> <p>There are UK-wide recruitment problems</p>	<p>ICT related provision that is likely to be suitable for the FE context is plentiful in the HE and FE sectors.</p>

working, research and presentations.	associated with certain types of support staff, including IT technicians, owing to an inability to compete with salaries offered in the private sector and wider public sector.	
What does it mean in HE?		
<p>This issue affects technicians and those in technical support roles including laboratory, engineering, IT and medical technicians at NVQ level 4. There is also a skills shortage in the subject area of IT.</p> <p>HE reports growing use of Information and Learning Technologies, often blended with or even replacing traditional face to face teaching methods. Lecturers and students commonly use ILT for independent working, research and presentations.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006).</p> <p>The sector has skills gaps in IT for technical support professionals.</p>	<p>No instances of provision of HE specific training have been identified in the FE and WBL sectors.</p> <p>ICT related provision that is likely to be suitable for an HE context is plentiful in the HE and FE sectors.</p>
What does it mean in LAIS?		
<p>This skills gap affects all management, professional, paraprofessional and administrative staff. Skills gaps are predominantly at Level 4 and above.</p> <p>Technology is having a major influence in the LAIS constituency, particularly ICT, digitisation and remote access to services. Learner and customer expectations have been raised and users expect LAIS staff to be highly skilled in the use of ICT and able to provide advice and guidance on its use.</p> <p>Rapidly changing technology requires staff in both libraries and archives to keep up to date with changes, particularly in relation to metadata and the effective use of bespoke websites.</p> <p>Information learning technology is particularly relevant to universities and colleges where</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), Northern Ireland's <i>Review of Public Administration</i> (concluded March 2006) covered a wide range of bodies including Library Boards. Other relevant items include <i>Northern Ireland's libraries: a framework for change</i> (DCALNI, 2005) and <i>Delivering tomorrow's libraries</i> (DCAL, 2006).</p> <p>UK stakeholders in the LAIS constituency reported increasing use of ICT to widen the range of library services and improve preservation of and access to archives. Extending the role of libraries beyond traditional services will have considerable implications for the skills needs of staff. Stronger ICT skills will be required in archives and records management and there will be a demand for skills in developing e-libraries and</p>	<p>There is no targeted provision for members of the LAIS constituency in either FE or HE in Northern Ireland. Similarly no LAIS oriented programmes were identified in WBL.</p> <p>In the UK as a whole there is an increasing diversity of undergraduate courses that include elements of information management and computing but there is little evidence that these skills needs are addressed in any constituency specific provision in Northern Ireland.</p> <p>The LAIS constituency 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. Regular skills updating is essential in order to keep</p>

<p>learners often require assistance in using learning platforms and accessing on-line content.</p> <p>Specific ICT skills include digitisation, management of metadata, database building, developing e-libraries and collections, basic and advanced ICT user skills, ICT systems development, web management and web content, support of general users of basic ICT.</p>	<p>archives using the internet and digital technology.</p> <p>A 2003 isNTO report <i>Skills Foresight into the Information Services Sector</i> found that two fifths of employers felt their current staff had the ICT skills necessary to meet future skills needs. Employers were divided in their approach to addressing ICT skills with 28% saying skills gaps should be met by training existing staff, 18% indicating that new staff should be recruited and 17% saying that skills needs should be met by outsourcing to consultants.</p> <p>Consultation indicated that many long-serving staff have limited IT skills and could have difficulties assisting customers. There is a perceived strong need for all staff to be competent with MS Office. ICT skills are seen as vital at introductory as well as higher levels.</p>	<p>pace with technological change.</p>
<p>What does it mean in WBL?</p>		
<p>This skills issue predominantly affects management staff and is predominantly at NVQ level 4.</p> <p>ICT skills are important to the WBL constituency.</p> <p>Some employers in Northern Ireland attributed skills gaps in WBL to technological change.</p>	<p>Relevant policy literature includes Lord Leitch's <i>Prosperity for all in the global economy: world class skills</i> (HM Treasury, 2006), <i>Entrepreneurship and education action plan</i> (DETINI, 2003), <i>The Skills Strategy for Northern Ireland</i> (DELNI, 2004), <i>Success through skills: the skills strategy for Northern Ireland</i> (DELNI, 2006) and <i>Training for success: professional and technical training: consultation document</i> (DELNI, 2006).</p> <p>In the 2006 LLUK employers' survey between 20% and 36% of Northern Ireland employers reported that management staff lacked professional, technical and practical skills including ICT skills.</p>	<p>There is very little WBL specific training available over the lifelong learning sector as a whole. The few specific offerings that are available are mostly offered by HE. Most of these programmes are concentrated within 2 centres in the UK, one of which is Queen's University, Belfast.</p> <p>In the UK as a whole there was little evidence of provision that directly addresses ICT needs within the WBL context.</p>

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.

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