



Skills for Learning Professionals

A SECTOR SKILLS AGREEMENT FOR THE LIFELONG LEARNING SECTOR

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

SCOTLAND

JUNE 2007

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skills
FOR BUSINESS

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EXECUTIVE SUMMARY

This is the Stage 3 report for Scotland. The aim of Stage 3, the gap analysis and market testing phase, is to reach a consensus on the priority skills issues across the lifelong learning workforce and to devise a series of solutions and actions to address the skills issues.

This report presents the findings from Stage 3 consultation activity with employers and stakeholders which has focused on developing an accurate portrayal of skills issues in each of the constituencies in Scotland. This Stage 3 report also details a suite of 10 solutions identified and developed through consultation work and internal Lifelong Learning UK (LLUK) mechanisms which are now being taken forward for further development and refinement, working with employers and stakeholders in Stages 4 and 5 of the Sector Skills Agreement (SSA).

Future workforce characteristics and policy drivers in Scotland

Education has always been devolved in Scotland leading to clear differences between provision in Scotland and elsewhere in the UK. The lifelong learning sector here brings together all provision that delivers or supports learning and knowledge management (outside schools) for young people over 14, adults entering the labour market, those learning for personal development and those in work.

Scotland's lifelong learning agenda places social inclusion as the main driver underpinning the skills policies. An attempt to ensure that all of Scotland's working age population has access to sustainable employment and that communities are thriving underpins increasing productivity, competitiveness and attractiveness to inward investors. A focus on encouraging a culture of lifelong learning, combined with a strong commitment to meeting learner needs and improving the skills of the whole population at all levels to support social inclusion and economic development, runs through all current policies and guidance published in Scotland.

Scottish Executive and UK government policy play a considerable role in influencing the future development and the demand for skills within the lifelong learning workforce in a variety of areas. Promoting social inclusion, strengthening economic prosperity, productivity and social justice are key themes within government policy, to which the development of skills within the population as a whole is expected to contribute. Scotland has established high-level indicators which set out clear targets for improving the educational training attainment of young people and improving adult skills levels. In essence, these targets could be considered as the delivery targets for the lifelong learning sector in Scotland.

Consistent themes across all the policies in Scotland are the drive towards being learner-centred, increasing the success rates for learners and increasing skills at all levels. There is also a strong theme of supporting partnership and multi-agency working using a social practice model so as to provide better, more holistic and learner-focussed services.

Policies in Scotland focussed on libraries, youth services and community learning and development have explicit references to the needs of the workforce, and in particular, a focus on widening recruitment and improving training and development opportunities. There is also a clear theme identifying the need for leadership and management support, particularly given the new ways of working. Increasing the quality, as well as capacity, is another strong theme across all the Scottish policies in support of existing learners and users of lifelong learning services.

Research to date through the Stage 1 and Stage 2 SSA process shows that the lifelong learning workforce will increasingly be dominated by professional occupations and, to a considerably lesser extent, by support/associate professionals in the coming years. It is also anticipated that a growing proportion of this workforce will be employed part-time. The very high level of replacement demand for professionals reflects the age profile of the workforce.

Overarching themes across the lifelong learning sector

Using Stage 1 & 2 evidence, initial gap analysis papers were developed for Scotland for each constituent part of the lifelong learning sector. As this work developed and further consultation was carried out with employers and stakeholders it became evident that a series of themes relating to skills issues are common across the lifelong learning sector. LLUK has used these themes to develop a framework for the SSA and to identify areas for collaboration on solutions development across the lifelong learning sector, the skills issues within each of the nations were mapped under the following overarching themes.

- Skills related to learning delivery including pedagogy and information learning technology (ILT)

As the deliverers of lifelong learning, skills related to learning delivery, including pedagogy and ILT are some of the most important skills needs across all constituencies. However, the specific skill set related to learning delivery is different in each constituency ranging from developing and using a range of teaching and learning techniques in Scotland's Colleges to the increased demand for ILT within Higher Education (HE).

- Leadership and management – including employer engagement (engaging with industry) and partnership working

Leadership and management skills at Scottish Credit and Qualifications Framework (SCQF) level 8 have been identified as a skills need across various constituencies in Scotland. The enhanced and changing role of the Community Learning and Development (CLD) sector; the lack of people with advocacy skills and with top level strategic skills in Libraries, Archives and Information Services (LAIS); the difficulties of attracting young people and external managers to Work Based Learning (WBL) due to image and salaries; and the challenges of operating in an increasingly internationalised market within HE have resulted in the requirements for real institutional strengths in leadership, governance and management within Scotland.

- Learner engagement and customer care

Skills needs related to learner engagement and customer care have been identified in most parts of the lifelong learning sector in Scotland. Catalysed by various policy initiatives focussing on widening participation and tackling social inclusion; the need for enhanced learner engagement skills has been identified by Scottish Colleges and Higher Education Institutions (HEIs) as requirements in these sectors. As well as having to be proficient in the use of technology library staff are expected to play an important role as educators drawing on a wider range of customer engagement skills in order to establish user needs and provide support, advice and guidance to users. Within WBL, learner and customer engagement skills have been identified as a need in relation to dealing with a diverse range of learners. This means that providers require a great deal of skill to ensure that learners' experiences in WBL match their way of learning, their learning goals, their personal development and their career aspirations.

- Recruitment and retention

Skills shortages and recruitment and retention difficulties were highlighted in all parts of the lifelong learning sector and reinforced through the Stage 3 consultation work in Scotland.

- Information and Communications Technology (ICT)

Skills needs for ICT has been identified within the LAIS and WBL constituencies in Scotland. Technology is having a major influence in the LAIS constituency, particularly ICT, digitisation and remote access to services. Moreover, users expect LAIS staff to be highly skilled in the use of ICT and able to provide advice and guidance on its use.

Proposed Solutions and Actions

LLUK initially focused the Stage 3 consultation work on developing an accurate picture relating to skills issues for each constituency in Scotland. As this work developed, potential solutions to the skills issues were identified by consultation attendees and a detailed study of all feedback was carried out in order to inform the development of potential solutions. An internal LLUK 'think tank' session was then used to discuss and refine the potential solutions which had been identified. The combined outcome of these activities was the development of a suite of 10 solutions, which have now been reality checked in Scotland through key employer groups and refined in terms of ensuring strategic fit in Scotland. The proposed solutions LLUK will be taking forward in Stages 4 and 5 of the SSA are:

- **Explore the options for 'professionalising' all parts of the lifelong learning workforce** - LLUK is currently involved in a major area of activity working towards the development of UK wide National Occupational Standards (NOS) for learning delivery. LLUK is working across the 4 nations with key Government departments to consider a UK wide approach to developing standards for lecturers, teachers, tutors and trainers. LLUK recognises the different standards which currently exist in each of the four nations, such as the Professional Standards for Lecturers in Scotland's Colleges, and seeks to map existing underpinning standards in order to develop national standards which will embrace and complement the different standards and practices already in existence. It does not seek to change or replace standards already in existence.
- **Development of an integrated CPD framework and model for the lifelong learning sector where appropriate** - LLUK identifies an aspiration that the lifelong learning workforce in all 4 nations and across all constituencies has access to an integrated Continuing Professional Development (CPD) framework. Although a substantial amount of good practice exists in relation to CPD in parts of the sector, feedback gained through Stage 3 consultation work with employers and stakeholders in Scotland has identified a need for a more consistent approach to the application of CPD across the whole of the sector.
- **Develop a 'skills for learning professionals' qualifications framework** - Develop a 'skills for learning professionals' skills and qualifications framework to sit within the Sector Qualification Strategy (SQS) and act as an introduction to working in the lifelong learning sector. This would provide the building blocks for standards and qualifications in the sector. Identified areas for potential development through SSA Stage 4 and 5 consultations are Employer

Engagement, Information Learning Technology, Learner Support/ Customer Care and Multi-agency/ Partnership working.

- **Develop collaborative working across the lifelong learning sector to recognise and disseminate good practice** – Partnership working is a strong characteristic of the way in which the sector works in Scotland and is a key component of Scottish Executive policies which underpin the development of the lifelong learning agenda. Partnerships have long been established between Scotland’s Colleges and universities and between the pre and post compulsory education sectors. There is a wide array of best practice material available in this area. This solution looks at the option of developing improved partnerships across constituencies in Scotland and possibly nations building on and disseminating good practice already in existence.
- **Support lifelong learning employers in the move towards learner centred learning and training opportunities** – In an announcement about the plans for a Scottish Skills Strategy, Cabinet Secretary for Education and Lifelong Learning Fiona Hyslop stated, *“Our Skills Strategy will recognise that - while Scotland already has a skilled workforce - the country's future prosperity and success will depend on matching the skills of our workforce with the changing needs of business and employers”*. This culture change will have a huge impact on the staff in the lifelong learning sector from how learning is delivered to how courses are funded. There is a need for a programme of support to assist lifelong learning employers across the sector to continue to make this transition in Scotland to develop and nurture skills relating to employer engagement.
- **Develop sector wide career pathways** – There are currently no clear progression routes or career pathways that map across the whole lifelong learning sector in any of the four nations. This area of activity is based on the creation of a framework outlining career pathways in the lifelong learning sector.
- **Develop a knowledge bank for Information Advice and Guidance (IAG) professionals and others to support new entrants and existing staff in the lifelong learning sector** – It is critical that LLUK works with the sector and partners to develop a knowledge bank of support for IAG professionals both within the sector but also available to those career guidance professionals to attract new entrants.
- **Recruitment programmes to address specific shortages in the lifelong learning sector** – Targeted recruitment programmes are needed to encourage people to move across the lifelong learning sector or consider it as a career choice. Across the lifelong learning sector there is a demand for a variety of recruitment programmes to encourage a range of people to consider the sector as an attractive career option.
- **Develop a UK wide Leadership and Management strategy** - There is a plethora of provision in leadership and management across the sector but there is no overall cohesive approach to leadership and management training and take up. There are certainly areas of good practice but there is no overall clear picture. As with the other three nations, in Scotland there are numerous initiatives and bodies working on the issue of leadership and management in lifelong learning and LLUK wishes to work with partners sector-wide to ensure the availability of a framework of appropriate leadership and management training programmes.

- **Develop the business case and resources to support the use of technology in the sector, particularly relating to ILT** - New technology is transforming the way learning is delivered across the UK. It is essential that the lifelong learning workforce is equipped to keep up with the pace of change presented by technology in terms of supporting users in using ICT, learning delivery through technology and up-skilling staff in the use of technology

Moving into Stages 4 and 5 of the SSA in Scotland

LLUK has now planned a further series of meetings with employers, partners and stakeholders to further develop, and refine the suite of 10 solutions to ensure they meet and address skills issues in the different constituent parts of the lifelong learning sector in Scotland. This work will also focus on agreeing with the sector actions to be taken, the prioritisation of the solutions for each constituency in more detail and developing commitment to the collaborative working LLUK wishes to advocate with partners and employers across the lifelong learning sector.

LLUK is also currently working with partners to address key data gaps identified as part of the Stage 1 and Stage 2 work of the SSA and to finalise a primary data research plan. This research will run in part concurrently with Stage 4 of the SSA and will start with Archives and Records management in August 2007.

1. INTRODUCTION

This section of the report gives an overview of the lifelong learning sector and also the Stage 3 process of the Sector Skills Agreement (SSA).

1.1 The lifelong learning sector and LLUK

LLUK is one of 25 independent, employer-led Sector Skills Councils (SSCs), funded by the Sector Skills Development Agency (SSDA) and licensed by the Secretary of State for Education and Skills, in consultation with ministers in Scotland, Wales and Northern Ireland. Together, the 25 SSCs make up the majority of the 'Skills for Business' network, the key goals of which are to:

- reduce skills gaps and shortages
- improve productivity, business and public service performance
- increase opportunities to boost skills and productivity
- improve learning supply, including apprenticeships, HE and NOS.

Since January 2005, LLUK has incorporated the work of three former National Training Organisations (NTOs): FENTO (the Further Education NTO), PAULO (the NTO for community based learning and development) and isNTO (the information services NTO), together with the NTO responsibilities of HESDA (the Higher Education Staff Development Agency) and the learning and development standards, which were previously within the remit of ENTO (Employment NTO). As a result, LLUK represents five key constituency groups of employers:

- **community learning and development (CLD)** – covering community based learning and community development activity and including youth work, family learning and working with parents. These find expression in 3 national priorities in Scotland.
- **further education (FE)** – which in Scotland is known as Scotland's Colleges, which also deliver a significant proportion of HE provision
- **higher education (HE)** – including universities and colleges of HE
- **libraries, archives and information services (LAIS)**
- **work based learning (WBL)** – relating to provision by private training companies and elements of college provision

1.1.1 Community learning and development (CLD)

Community learning and development represents non-formal and informal learning delivered in community based settings, as well as dedicated community development activity and youth work. It includes work with parents and families aimed at building social infrastructure and quality of life. The range of community based activity undertaken means that many of those who work with LLUK standards in this area may be recorded as being employed in another sector. For example, health visitors work with LLUK standards but are sited within the 'Skills for Health' footprint. Much of this constituency's activity is voluntary, although volunteers are often coordinated by a smaller number of dedicated full-time professional staff. Employers can range from local councils and local authorities to small community groups and alliances, which are run by local committees. Funding comes from a variety of sources, including government and local authority grants, statutory training and education funding bodies, private charities and trusts, and the European Social Fund (ESF).

The CLD constituency in the UK comprises seven discrete strands, which in Scotland find expression in three national priorities: Working with Adults, Working with Communities and Working with Young People.

1.1.2 Further education (FE)

FE defines the constituency that encompasses the activities undertaken by colleges and institutions primarily concerned with post-compulsory learning. In addition, Scotland's Colleges deliver a significant proportion of HE provision.

Funding for the constituency across the UK is generally provided from statutory sources and fee income, although many colleges have developed other training activities which either fully recover outlay costs or deliver profits. Colleges may also source funding from development agencies, private and public sector employers and from the ESF. The key funding agency for the FE sector in Scotland is the Scottish Funding Council (SFC), a non-departmental public body which currently funds 43 colleges and 21 universities in Scotland.

1.1.3 Higher education (HE)

Also funded in Scotland by the SFC, the higher education constituency in Scotland comprises all publicly funded HE institutions. Scotland currently has 21 HE institutions; 13 universities, 1 university college, 2 colleges of higher education, 2 art schools, a conservatoire, the Scottish Agricultural College and the Open University in Scotland, with a wide variety of missions, activities and histories. They are all self-governing and independent institutions and are significant employers in their local area, making a significant impact on their local economy.

1.1.4 Libraries, archives and information services (LAIS)

This constituency includes librarians, archivists and information service providers in publicly financed libraries, as well as those in universities and colleges. It is widely recognised that libraries have always been central to education and self-improvement, with the power to drive more effective learning, whether for individuals or groups. Archive services are used increasingly to support self-directed and community based learning.

Information workers of all kinds have an importance to the social well-being and economic success of Scotland which is difficult to over-estimate. They are concerned with the form, content, arrangement, routing and preservation of information and with making it accessible and attractive to actual and potential users. They manage and support the information needs of the 'knowledge economy' generally and, in particular, they contribute to the success of commercial and industrial enterprises.

Funded from a variety of sources, key stakeholders in the sector in Scotland include national government, local authorities and the Scottish Library and Information Council (SLIC.)

1.1.5 Work based learning (WBL)

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 significant amounts of privately funded independent and in-company training. Some colleges are work based learning providers in their own right and have established their own private companies. Funding bodies

contract with these companies to deliver training programmes as well as with local authorities and with independent learning providers. Independent providers often use colleges to provide underpinning knowledge for their work based trainees.

Across the UK employers in the sector range from large national training providers and specialist training providers (for example, training provision for people with learning difficulties or disabilities) to small companies employing fewer than 20 staff. Funding for a large part of this constituency is provided from statutory sources. WBL providers in Scotland also source funding from Scottish enterprise networks, private and public sector employers and from ESF.

1.2 The SSA process

The SSDA has developed the 'SSA process' in order to ensure that organisations are equipped to meet the realities of the modern working environment and the workforce is able to offer the right skills in the right places at the right time. The process is designed to encourage dialogue about skills between employers, workforce development providers and government funded agencies, mediated within each employment sector by the individual SSCs.

The SSA process comprises five inter-related stages:

- **stage 1** – a sophisticated assessment of each sector's needs to cover the long-term, medium-term and short-term, mapping the drivers of change in the sector, and determining skills needs (the skills needs assessment)
- **stage 2** – a review of the range, nature and employer relevance of current training provision across all levels
- **stage 3** – an analysis of the main gaps and weaknesses in current workforce development activity, leading to agreed priorities to be addressed
- **stage 4** – a review of the scope for collaborative action, engaging employers to invest in skills development to support improved performance and productivity
- **stage 5** – a final agreement of how the SSC and employers will work together with key partners to secure the necessary supply of training for their workforce in the future.

Due to the role LLUK has in the Skills for Business Network (SfBn) whereby it is the SSC that support employers whose primary purpose is the support or delivery of lifelong learning, LLUK is currently undertaking an **Impact Review** as an additional stage in the process. This involves the review of all other sectors' SSAs to assess the potential effects and the demands that they will place on skills needs in the lifelong learning sector, both currently and in the future. This stage will provide an opportunity to obtain additional detail about the specific requirements of other industrial sectors, which it has not been possible to identify in detail through the LLUK SSA process to date. Early findings from this work are explored in more detail in Section 7 of this report.

1.3 Overview of Stage 3: Gap analysis and market testing

This is the Stage 3 report for Scotland. The aim of Stage 3, the gap analysis and market testing phase, is to reach a consensus on the priority skills issues for the LLUK workforce and to devise a series of solutions and actions to address the skills issues. The methodology which outlines the approach taken with regards to this phase of work is detailed in Section 2 of this report.

To recap:

Stage 1 looked at the drivers of change such as demographics, technology, participation trends and expenditure in order to assess current skills needs and future priorities. It also examined the skills needs in the existing workforce and future skills requirements.

Stage 2 set out the findings from an extensive programme of research into the extent and quality of provision.

Stage 3 analyses the gaps between the skills issues (raised in Stage 1) and the availability and quality of training (identified in Stage 2) with the objective of identifying any gaps between the demand for skills and the supply of relevant training. The Stage 3 process also focuses on the development of potential solutions which will be taken forward in Stages 4 and 5 of the SSA process for development with employers and stakeholders.

2. METHODOLOGY

This section outlines the methodology used during the market testing and gap analysis phase of the SSA in Scotland and also in context of the UK wide approach.

2.1 The gap analysis phase

The gap analysis phase of the SSA attempts to identify the gaps between the skills issues (raised in Stage 1) and the availability of training (identified in Stage 2) with the objective of understanding if there is a gap between the demand for skills and supply of relevant training for each of the five constituencies in the LLUK sector in each of the four nations.

The following sections provide details of the gap analysis phase as it was undertaken for skills issues raised in Scotland.

2.1.1 Analysis of the Stage 1 evidence

The first stage in the gap analysis process was to review all the information from the Skills Needs Assessment (SNA) to identify the priority skills issues for each constituency in Scotland. Skills needs had been identified through a variety of sources including:

- 2 x Scenario planning workshops
- Employer and stakeholder interviews
- LLUK employers survey
- Labour market information on the LLUK workforce
- Policy drivers
- Other social, demographic and technical drivers

The purpose of this exercise was to identify those issues that were reported by a majority of employers and stakeholders as being skills issues for their workforce. Skills issues were considered for inclusion if they were reported by a majority of the information sources and /or if employers and stakeholders in each of the four nations reported them.

Once the initial set of skills issues had been identified for each constituency, they were analysed further to draw out the specific skills requirement associated with each issue. In some instances additional research into secondary sources of information was undertaken in order to investigate in more detail the skills issue under consideration.

Throughout this process attempts were made to differentiate between those issues relating to the existing workforce and those that were future skills needs. Particular effort was made to identify those workforce issues that were emerging as a result of recent policy changes and/or demographic or other key drivers. This involved keeping up to date with all new policy changes that had occurred since the completion of the SNA.

During this phase, the research staff consulted with constituency experts (both internally and externally), in order to 'reality check' the findings. In many cases, this unearthed more information on current developments and schemes that related to the skills issues. This information was then incorporated into the analysis in order to strengthen the findings.

2.1.2 Synthesising the Stage 1 and 2 evidence

The next step in the gap analysis was to bring together the findings from Stage 1 with the information on current provision from Stage 2. The objective of this exercise was to assess the supply of education and training in relation to each of the skills issues identified from Stage 1.

For each skills issue identified, the following Stage 2 information was considered:

- Number of providers delivering relevant qualifications
- Volumes of provision delivered by different providers
- Information on the type of qualification being delivered
- Information on the characteristics of learners enrolled, including whether studying full-time or part-time and types of financial assistance received
- Quality of provision delivered in each of the four nations
- Employers' views on the CPD activities undertaken by their current staff
- Information on where CPD activities are undertaken

The objective of this exercise was to build up a more complete picture for each of the skills issues by drawing together information on the available supply of provision. This entailed identifying any gaps in the volume and quality of supply that could negatively impact on the ability to address the skills issues identified in the previous stage .

Throughout the information-matching exercise, effort was made to identify specific barriers to accessing education and training such as geographical barriers where, for example, a lack of available training in a particular area, or financial constraints including a lack of available financial support and employee or employer reluctance to undertake training.

2.1.3 Preparation of gap analysis papers

In order to engage employers and stakeholders in discussions on the skills gaps for their workforce, a series of gap analysis papers were developed. The papers set out the key findings for each constituency from the gap analysis exercise, in relation to a specific skills issue(s). Initially these papers were developed at a UK level. However as this work progressed and additional feedback was gathered constituency papers were developed at a four nations level. These gap analysis papers were developed based on SSDA guidance, the template for which can be found in Annex A.

The initial gap analysis papers were sent to an internal working group and other LLUK staff with constituency specific expertise; as well as to the LLUK National Manager for Scotland and LLUK Team Scotland for comment. The feedback from the internal consultation was incorporated into the papers which were then used as the basis for employer and stakeholder consultations as part of the Stage 3 process.

2.2 Market testing of the skills issues

2.2.1 Market testing of the skills issues – Scotland

The National Manager for Scotland met with representatives in each of the five constituencies in order to obtain their feedback on the documents. This feedback was then built into the gap analysis papers. The FE and WBL papers were also presented to the Scotland Country panel, with members asked to provide feedback. This generated a

large volume of feedback which was then built into the gap analysis papers to produce improved versions of the documents.

In Scotland a series of meetings were then scheduled and all employers and stakeholders who participated in the market testing were provided with a copy of the gap analysis paper for their constituency. This market testing process also used a variety of supplementary meetings, including focus groups, existing keep in touch meetings, consultation events scheduled as part of standards work and conferences. The gap analysis papers were viewed as starting documents with the purpose of generating discussion on the issues. Participants were invited to provide feedback on the gap analysis papers and thereby to inform the development and direction of the overall Stage 3 SSA process.

Specific questions that were asked included:

- Do you agree that this is a skills issue for your sector?
- Is there anything else we need to know about this issue?
- Are there any issues that we have missed for your sector?
- What are the potential solutions for each of the skills issues?

Feedback gathered through the consultation phase both from employers and stakeholders was used to inform and develop revised versions of the gap analysis papers which were then subsequently used at further meetings for wider consultation. Final versions of these at Stage 3 of the SSA have been developed based on the cumulative feedback gained throughout the Stage 3 market testing period for Scotland and are available in Annexes C – G.

A list of organisations and key meetings which took place as part of the Stage 3 consultation work in Scotland can be found in Annex H. This list also includes Scotland members of LLUK employer and stakeholder panels at a UK level.

2.2.2 Market testing of the skills issues – UK wide working groups

To assess UK wide perceptions, LLUK also undertook a wide ranging market testing process with employers, stakeholders and other partners. LLUK is responsible for, or directly involved in a range of panels, networks and groups that also provided opportunities for testing out the findings of the gap analysis. Examples of UK wide LLUK working groups where consultation work was carried out included the UK HE panel, the UK LAIS panel and the UK CLD panel. The nature of engagement also differed across the four nations and within the nine English regions reflecting different structures already in place.

2.3 Developing Overarching Themes

As the gap analysis papers were developed, both at a UK level and also a national level, it became apparent that there were a series of themes relating to skills issues identified which were common across all or several constituent parts of the lifelong learning sector. In order to begin to develop a framework to build the SSA and to identify areas for collaboration on solutions development across the lifelong learning sector, the skills issues within each of the nations were then mapped under the following ‘overarching themes.’

- Skills related to learning delivery, including pedagogy and ILT

- Leadership & Management including employer engagement/ partnership working
- Learner engagement and customer care
- Recruitment & Retention
- ICT

After carrying out this exercise it was evident that although the relative priority of the skills issue often differed between nations, regions or constituencies that the skills issues identified as part of the gap analysis work could easily be mapped into the overarching themes framework. Section 4 of this report details the mapping of the skills issues under the overarching themes and gives an overview of consultation feedback in terms of understanding the context for each constituency.

Evidence base tables have also been produced by LLUK which link all of Stage 1, Stage 2 and Stage 3 consultation feedback in Scotland to the overarching themes; these can be found in Annex I.

2.4 Identifying and developing SSA Solutions

2.4.1 Developing strategic fit with the nations

As section 2.2 of this report details LLUK initially focused stage 3 consultation work on building an accurate picture relating to skills issues for each constituency in each nation. As this work developed potential solutions were identified by the consultation attendees and a detailed analysis of all of the feedback gained was carried out in order to bring together this feedback as potential solutions for further development.

An internal 'think tank' session was used to discuss and explore potential solutions. This session comprised LLUK's Chief Executive, Senior Management Team, Nations Managers and key personnel involved with both the development and delivery of the SSA. The outcome of this exercise was the development of a suite of 10 solutions, which have now been tested and refined within each of the nations to ensure strategic fit.

Although the headline ambitions which these solutions set out to achieve are at a UK level the development of these solutions throughout stages 4 and 5 of the SSA work and subsequent implementation, will vary greatly across the four nations and also within the five constituencies of the LLUK footprint. These solutions, suggested actions and potential impact for Scotland are explored in more detail in Section 5 of this report.

3. THE POLICY FRAMEWORK AND OVERARCHING VISION FOR THE SECTOR IN SCOTLAND

Building on the previous SSA stage 1 report, this section of the Stage 3 report seeks to update the current situation in Scotland and summarise the main policy drivers at work in Scotland that impact on lifelong learning, and hence the workforce that delivers education, skills and information services. Annex B focuses on the overarching vision for the sector across the UK and contains UK workforce profile data and findings from Stage 1 and 2 of the SSA.

3.1 Policy framework in Scotland for the lifelong learning sector

3.1.1 Background

Education has always been devolved in Scotland leading to clear differences between provision in Scotland and elsewhere in the UK. The lifelong learning sector here brings together all provision that delivers or supports learning and knowledge management (outside schools) for young people over 14, adults entering the labour market, those learning for personal development and those in work.

Scotland has a unified qualifications system under the Scottish Qualifications Authority (SQA) and the SCQF, bringing together all Scottish mainstream qualifications into a single unified framework. The combined funding council for further and higher education, the SFC, distributes about £1.5 billion in funding each year for teaching and learning, research and other activities in Scotland's colleges and universities. Scottish Enterprise and Highlands and Islands Enterprise also target resources at increasing skills through work based learning. Local Authorities are responsible for community learning and development and libraries, archives and information services which support formal, informal and non-formal learning. Scotland also benefits from an all age career planning and guidance system, provided by Careers Scotland. LLUK staff in Scotland work closely with these and many other bodies.

Scotland's lifelong learning agenda places social inclusion as the main driver underpinning the skills policies. An attempt to ensure that all of Scotland's working age population has access to sustainable employment and that communities are thriving underpins increasing productivity, competitiveness and attractiveness to inward investors. A focus on encouraging a culture of lifelong learning, combined with a strong commitment to meeting learner needs and improving the skills of the whole population at all levels to support social inclusion and economic development, runs through all current policies and guidance published in Scotland.

Policy relating to post compulsory education includes Lifelong Learning Strategy: Life through learning; learning through life (2003), A Framework for Higher Education in Scotland (2003) and the overarching Framework for Economic Development in Scotland (2004). The Scottish Funding Council's Corporate Plan (2007) also reflects the commitment to enhancing the quality of the experience of learners as part of strategic priorities. These priorities are also reflected in the Scottish Executive Policies on employment, More Choices: More Chances (2006) addressing those young people not in employment, education or training and Workforce Plus: the employability framework (2006) focusing on the long-term unemployed.

The current policies of the major Scottish parties all identify the importance of building skills for a prosperous and fair economy, for which they need an excellent lifelong learning sector.

3.1.2 Summary and key policy documents

Scotland is reviewing the role of the Lifelong Learning sector by updating its Lifelong Learning Strategy. The review of the strategy took place early in 2007, and the outcome of this process is currently under consideration by the new Scottish Nationalist Party led government. Priorities for the new Department of Education and Lifelong Learning, led by Cabinet Secretary Fiona Hyslop, include focusing the skills agenda so that people of all ages have access to relevant, valued and quality assured training opportunities throughout their working lives. In light of this the Scottish Executive has recently announced its plans for a Scottish Skills Strategy which will focus on real, marketable skills, ensuring the strategy is demand-led.

Scottish Executive and UK government policy play a considerable role in influencing the future development and the demand for skills within the lifelong learning workforce in a variety of areas. Promoting social inclusion, strengthening economic prosperity, productivity and social justice are key themes within government policy, to which the development of skills within the population as a whole is expected to contribute. Scotland has established high-level indicators which set out clear targets for improving the educational training attainment of young people and improving adult skills levels. In essence, these targets could be considered as the delivery targets for the lifelong learning sector in Scotland. The targets too are a contributory influence on the demands placed on the lifelong learning sector and its workforce by other sectors of the economy.

However, the lifelong learning sector's location within public sector provision means that the way in which it responds and develops in order to address the demands placed upon it is also substantially affected by other policy development. Although specific policies have been developed and implemented in different ways within different constituencies, some common policy themes have been identified, including:

- setting standards for service delivery and professional practice
- developing capacity within the lifelong learning workforce
- developing responsive and flexible services, offering greater choice and personalisation/differentiation, to meet the needs of employers and individuals
- strengthening partnership working, collaboration and service integration, involving employers and individuals in determining service provision
- reducing bureaucracy and inefficiency within the system and service delivery infrastructure.

3.1.3 Key policy drivers of education, skills and lifelong learning in Scotland

The Framework for Economic Development in Scotland (2004) clearly identifies the need for education and skills development and the generation of knowledge as key priorities for the Executive to underpin achieving the shared vision *“to raise the quality of life of the Scottish people through increasing economic opportunities for all on a socially and environmentally sustainable basis”*. This focus is also apparent in *A Smart, Successful Scotland* (2001) and *A Smart Successful Highlands and Islands* (2005), both of which put lifelong learning at the heart of Scotland's competitiveness.

There is clear support for continued investment in education and training from all the main parties. Both the Scottish National Party¹ and the Labour Party² recognise the need to invest in building world class skills. With the recent changes in the Scottish Executive it will be a few months before we can more clearly see how the changes in

¹ SNP manifesto - <http://www.snp.org/policies>

² Labour manifesto - <http://www.scottishlabour.org.uk/manifesto2007/>

power will shape future policy, but with all the main parties committed to refreshing the lifelong learning agenda the sector can look forward to renewed focus on their needs and their central role in achieving the Executive's policy objectives.

Scotland's Lifelong Learning Strategy (Life through Learning, Learning through Life, 2003) and the subsequent updates and recent discussion document, emphasise the importance of all parts of the lifelong learning system. This includes learning delivered in informal and non-formal settings, libraries and archives, work-based learning, community learning and development, in Scotland's colleges and universities and the support of adult guidance/ career planning services such as Careers Scotland.³ In short this calls for world class provision delivered by a world class workforce.

Recent policies emphasise that learning provision across the sectors should be learner-centred. In post-compulsory education this is included in the consultation document Lifelong Learning: building on success (2006) and in Learning to improve: quality approaches to lifelong learning (2005). The latter states that good teaching should be "*nurturing, inspiring and developing motivated learners and supporting their learning*". For those studying at higher levels the Framework for Higher Education in Scotland (2003) presents a similar framework, and the Scottish Funding Council's Corporate Plan (2007) (which covers both further and higher education) also supports enhancing the quality of the experience of learners as part of the strategic priorities.

These strategies are being delivered within the context of the Lisbon Agenda which aims to make the EU "*the most competitive and dynamic knowledge-driven economy by 2010*". The Leitch Report (2006), which highlights the need for the UK to have a world class skills base by 2020, is adding to the evidence base that supports the increased focus on skills across the Scottish Economy. It will be up to the new administration to decide how, if at all, the issues identified by Lord Leitch are taken forward in Scotland.

The lifelong learning sector is also responding to the policies focussing on social inclusion such as More Choices: More Chances (Scottish Executive, 2006) addressing young people (16 – 18) that are not in employment, education or training, and Workforce Plus: the employability framework (Scottish Executive, 2006) addressing the needs of long-term unemployed adults.

In March 2007, the Scottish Executive published the Adult English for Speakers of other Languages (ESOL) strategy for Scotland, which provides a plan for the direction and structure of ESOL provision in Scotland. It also details the support available for the ESOL teaching community in terms of delivery and further enhancement of the professional skills of ESOL practitioners.

Finally the new Scottish Executive will be reviewing the focus of the Lifelong Learning Strategy in light of the significant changes to the political landscape in Scotland along with other policy areas such as adult literacy and numeracy and the Review of Scotland's Colleges (ROSCO).

3.1.4 Key policies for the lifelong learning constituencies

Scotland's colleges and universities (Further and Higher Education)

There are 21 universities and higher education institutions and 43 colleges across Scotland. Thirteen of the colleges across the Highlands and Islands are now affiliated with the University of the Highlands and Islands, and most colleges deliver a portion of their learning offer at the higher level.

³ LLUK's response to the recent discussion document can be accessed from: http://www.lluk.org/policy/previous_responses.html

Since the Further Education and Higher Education Scotland Act 2005 (Scottish Parliament, 2005) the Funding Council for both colleges and universities has been a single entity called the SFC. The Scottish Funding Council's vision is for "*A more dynamic, entrepreneurial and internationally competitive Scotland, whose people are amongst the most skilled and educated of any of our competitors, and whose colleges and universities are world-class contributors to economic, social and cultural development.*" (SFC Joint Corporate Plan 06 - 09 (Scottish Funding Council, 2007)). It sets out the expectation of excellent, learner-centred provision that meets the skills needs of the economy, society and communities.

Whilst colleges and universities are funded by the Scottish Funding Council, many also generate income from other sources such as European funds, international student fees and employers. Quality is assured by the Quality Assurance Agency (QAA) in universities and by SQA and the HMIe in Scotland's Colleges. QAA also assure HE qualifications in Scotland's Colleges indirectly through HE qualifications franchised from HEI's and by assuring the provision of HE by the University of Highlands and Islands Millennium Institute (UHIMI).

As outlined in the Framework for Higher Education in Scotland (2003) Scotland's universities have a long history of delivering high quality education and training. The model it advocates is one which:

- Puts learners and the delivery of relevant, quality outputs at its core.
- Is built on a constructive partnership relationship between the Executive, SFC and those in higher education, with regular formal and informal dialogue.
- Explicitly recognises the importance of leaving space for institutions and the Scottish Funding Councils (the strategy being written before the two funding councils were merged) to innovate, with a Higher Education Funding Council that is willing and able to respond to progressive proposals from within the sector itself.
- Values and supports closer dialogue and collaboration amongst key partners and beyond.

(Framework for Higher Education in Scotland (2003) p6)

The Review of Scotland's Colleges (RoSCO), sponsored by the Scottish Executive, is currently assessing the requirements of colleges to expand and to continue to develop the capacity and quality of provision and staffing needed by the growing population and the economy. *Unlocking Opportunity: The Difference Scotland's Colleges Make to Learners, the Economy and Wider Society* (2006) shows that whilst all of Scotland's colleges are different, they all contribute to economic prosperity and help tackle poverty and disadvantage. They range from the very small, such as Newbattle Abbey College, an adult residential college with 124 students, to the large such as Aberdeen College with 25,829 students. *Unlocking Opportunity* also illustrates how Scotland's Colleges work with other organisations from CLD or work based learning to reach out to wider communities and contribute to the needs of the economy.

Work based learning

A large number of work based learning providers operate across Scotland funded by Scottish Enterprise, Highlands and Islands Enterprise and other sources such as European funding. Some also operate privately, securing income directly from employers. Many colleges are themselves work based learning providers, some are subsidiaries of colleges, and some work in partnership with one or more college, with other providers and/or directly with employers. They offer most of the Modern Apprenticeships available in Scotland as well as other vocational qualifications.

In A Smart, Successful Scotland (2001) the focus is on supporting 'human capital development', through appropriate education for young people (15 – 24), reducing unemployment and importantly reducing the gap between the areas with highest and lowest unemployment as well as improving demand for high quality in-work training. This frames the type of funding that flows to work based learning providers and promotes the take up of work based learning.

Community learning and development

Working and Learning together to build stronger communities: Scottish Executive Guidance for CLD (2004), or WALT, sets out three national priorities for Community Learning and Development in Scotland: achievement through learning with young people; achievement through learning with adults and achievement through building community capacity.

This guidance emphasises the importance of the Community Learning and Development Sector and establishes a framework for future development. It describes CLD as *"a way of working with communities to increase the skills, confidence, networks and resources they need to tackle problems and grasp opportunities... It helps individuals and communities tackle real issues in their lives through community action and community-based learning."* This social practice model is a defining characteristic of CLD in Scotland.

In the forward to WALT, ministers from four departments state that *"The Scottish Executive believes that CLD has an essential role in achieving our priorities of improving public services and promoting community regeneration, social inclusion, lifelong learning and active citizenship"*. They go on to make it clear that they expect CLD provision to expand and for it to be supported by a number of multi-agency partnerships. Responsibility for CLD straddles four departments across the Scottish Executive which emphasises this need to work in partnership. This is also supported by the recent Lifelong Learning Strategy Discussion paper (2006). The Scottish Executive has recently transferred Learning Connections, previously part of Communities Scotland, into the Education and Lifelong Learning Directorate which emphasises the importance of CLD in the learner journey. Learning Connections is responsible for the interim CLD Standards Council which is the result of the recommendations of Strengthening Standards: Improving the quality of community learning and development service delivery.

The recently published National Youth Work Strategy: Moving Forward (Scottish Executive, 2007) emphasises the need for the sector to recruit and retain youth workers and volunteers, providing high quality training and support. This will ensure that they can contribute to the broad vision for young people, that they are nurtured, safe, active, healthy, achieving, included, respected and responsible.

Libraries, archives and information services

This constituency brings together public, private and voluntary sector libraries, archives and other services that support formal and informal learning and knowledge transfer. The services they offer contribute to the Lifelong Learning Strategy for Scotland and to the Youth Work agendas alongside other strategies. In addition, a large proportion of the public funded organisations are under Local Authority umbrellas and so are also seeking to contribute to the social justice, economic development, and active citizenship agendas alongside those set out within More Choices: More Chances (2006) and Workforce Plus (2006).

The Scottish Library and Information Council Strategic Plan 2006–09 identifies particular areas of LAIS activity which support the Scottish Executive's priorities including building the literacy and other adult education programmes and promoting the role of libraries and information services in contributing to the life of the nation. The role of the National

Library for Scotland includes a specific commitment to enriching the lives of people and communities in Scotland by encouraging and promoting lifelong learning. This is replicated across the library service.

In 2006 the Scottish Executive published Scotland's Culture: Scottish Executive Response on the Cultural Review (Scottish Executive, 2006) which focuses on increasing access to culture – including through information services archives and libraries – and building the capacity of the libraries and information sectors.

Finally the Archives Task Force in reviewing Scotland's archives (The Report of the Archives Task Force, 2004) alongside those of the other three nations recommends that Scotland's archival heritage is *“unlocked and made open to all citizens in a way that engages them and empowers them to use archives for personal, community, social and economic benefit”*.

3.1.5 Other drivers of change

Closely related to policy development, **expenditure on lifelong learning** is also acknowledged as a significant driver of change within the sector. An analysis of public expenditure and investment in education services in Scotland confirms that the sector should receive a healthy and stable flow of funding in the near future, which, all other things being equal, is likely to sustain and possibly increase employment levels within it. However, not all constituencies will experience this equally. Moreover, the composition of this funding is likely to change and move towards attracting increased investment by employers and learners. In order to respond to this, the lifelong learning sector will require staff with the skills to secure and sustain funding from an increasingly diverse range of sources and to offer provision that responds in both content and style of delivery to the needs of increasingly demanding paying customers, be they learners participants or their employers. The Scottish Executive recently announced plans for the strategic spending review 2007. The outcome of the spending review will be announced in Autumn 2007.

Demographic change is an issue requiring consideration – there are significant potential implications from the changing numbers of participants in lifelong learning services and their specific demands and needs. Scotland's population, alone among the four home countries, is expected to decrease by around 8% in the period 2004-2054. Like the rest of the UK and nearly all European nations, Scotland is also witnessing an ageing of its population. This suggests that, whilst demand for lifelong learning services from younger learners may decline, demand from older learners will increase. This is already apparent within the **trends in participation in lifelong learning**. The growth in HE participation in recent years has been driven by mature students and increases in participation at postgraduate level, although undergraduate students continue to make up the majority of the population. A recent Futureskills Scotland report (2007) estimates that by 2017, while the number of people under 55 will fall, there will be increasing numbers of older people in Scotland. In addition, within Scotland's colleges the current average age of students is 32. Older users of lifelong learning services may have different needs, preferences and behaviours compared to the more traditional younger users of services, with whom lifelong learning staff may be more familiar. Part time study is a growing feature for example. This change will most likely require continuous updating of lifelong learning staff skills and approaches to service delivery.

The **global economy** will place an increased premium on skills within the workforce as a whole. It is expected that new industries, occupations and working practices will require new skills and knowledge, whilst demand for replacement skills will be stronger in some labour markets than others. A clear conclusion here, again, will be an increase in adult participation in skills development. The full implications of this for the lifelong learning

sector will become clearer once all other sectors have completed their SSAs and the identified future skills needs have been reviewed by LLUK in their Impact Review phase.

Migration is another important facet of globalisation, in the short term it will potentially result in increased demand for ESOL provision for those entering Scotland, with increasing diversification of their skills needs over the longer term. Futureskills Scotland estimates the expected net-migration to Scotland at 4000 people per year, offsetting the natural decrease in Scotland's population. The lifelong learning sector will continue to have to respond to these changing demands, as well as to be skilled in working with an increasingly diverse population. In addition, the migration of skilled workers places pressure on the development of international standards for skills and qualifications. The proposed European Qualifications Framework is likely to have implications for some parts of the lifelong learning sector, including potentially increasing the flow of European students into the sector, as well as enabling greater competition for students between Scottish and UK providers and those overseas. SCQF and SQA are both already active in the international context.

Finally, **technological change** has significant implications for the development of skills across the workforce as a whole, thus influencing demand for lifelong learning provision, as well as shaping the delivery of that provision and hence skills needs within the sector itself. The lifelong learning workforce will require a changing repertoire of skills, in order to cope with the introduction of new ICT hardware and new services and provision (or methods of delivering services or provision) based on technology. These skills will require continual updating to keep pace with rapid technological innovation.

High level and target indicators

In Scotland, unlike in the rest of the UK, high-level indicators rather than Public Service Agreements (PSAs) are used. For example there are those identified in 'Life through learning; learning through life: the lifelong learning strategy for Scotland' (Scottish Executive, 2003). The indicators, shown in table 3.1, broadly divide into two major strands of policy aimed at improving productivity and social inclusion:

- improving the educational training attainment of young people
- improving the skills levels of adults.

The lifelong learning sector and its workforce have a critical role to play in the achievement of these high level indicator targets.

Table 3.1: High level indicators and targets

Scotland	
Young people	Adults
Reduce the proportion of 16–19 year olds not in education, employment or training (NEET)	Increase the proportion of graduates in the workforce
Increase the participation and retention of 16–19 year olds in school and FE	Reduce the proportion of working-age adults whose highest qualification is below SCQF level 5
	Reduce the proportion of 18–29 year olds, whose highest qualification is below SCQF level 6
	Increase the proportion of people in employment undertaking training

Source: Life through learning; learning through life: the lifelong learning strategy for Scotland (Scottish Executive, 2003), p.64

Increasing employers' involvement in skills development

Increasing employer engagement and involvement in skills development is central to the flexible and demand-led approach advanced in the UK's Lisbon Strategy NRP (HM Treasury, 2005b), reflected in the implementation of many UK policies. This approach is also supported by the developing SSAs being published by the SSCs. Employers in all sectors are increasingly demanding a greater say in all aspects of skills development so as to shape the skills of the future workforce – as well as their current one.

The report from the National Audit Office, 'Employers' perspectives on improving skills for employment' (Bourn, 2005a) assessed employers' views about the ways in which they wanted publicly-funded training to be improved and whether, from their perspective, such provision represented value for money. The report suggested that employers wanted a simple way of getting advice on the best skills training for their staff. Employers also wanted bespoke training provision able to meet their particular needs, with more flexible delivery options to make provision available at a time and place convenient to both employers and employees. The report advocates stronger collaboration between colleges and private training providers and the involvement of employers in the design and delivery of provision in order to develop "innovative solutions which meet employers' needs" (p.12).

Futureskills Scotland 2006 "Skills in Scotland" report shows that Scottish employers are very active in training their staff with the majority of employers had funded or arranged some training for their staff in the 12 months before the report and 41% of all employees in Scotland receiving off-the-job training.

Increasing community- and voluntary-sector involvement

In Scotland the community and voluntary sector have long been involved in the delivery of lifelong learning opportunities. Scottish Executive policies recognise and promote the work of these key sectors in delivering their lifelong learning agenda.

In the previously mentioned Working and Learning together to build stronger communities: Scottish Executive Guidance for Community learning and development (CLD) (2004), it is clearly stated that "there is a strong community-based dimension to the new Scottish Executive agenda for lifelong learning". The document also outlines that in CLD partnerships, "the voluntary sector is a major provider of community learning and development support, and will need to be represented at both strategic and

operational level". The partnership working in the CLD sector clearly reflects this guidance.

3.2 How the policy framework promotes learning and skills acquisition

Consistent themes across all the policies in Scotland are the drive towards being learner-centred, increasing the success rates for learners and increasing skills at all levels. There is also a strong theme of supporting partnership and multi-agency working using a social practice model so as to provide better, more holistic and learner-focussed services.

The policies in Scotland focussed on libraries, youth services and community learning and development have explicit references to the needs of the workforce, and in particular, a focus on widening recruitment and improving training and development opportunities. There is also a clear theme identifying the need for leadership and management support, particularly given the new ways of working.

Increasing the quality, as well as capacity, is another strong theme across all the Scottish policies in support of existing learners and users of lifelong learning services.

The discussion document Lifelong Learning - Building on Success (Scottish Executive, 2006) indicates that after the election, the Scottish Executive will be looking at improving the sector's methods of engaging employers, supporting learners in their own lifelong learning pathways and increasing the capacity of community learning and development to widen participation. These policies will have significant impact on the workforce across the sector, not least around skills in engaging with employers, working with those in employment and dealing with a wide range of learners both in and not in work.

There is no reason to believe that the Scottish National Party (SNP) administration's 5 objectives aimed at building a smarter, wealthier and fairer, healthier, safer and stronger and greener Scotland will alter these priorities.

The Review of Scotland's Colleges has gone a long way towards increasing understanding of the impact of policy and practice on the college workforce, and in identifying recommendations for further enhancement of practice. It will now be necessary to continue to review and support the other parts of the lifelong learning workforce to ensure that the whole sector can continue to improve and deliver high quality provision.

3.3 Scotland's Workforce Profile and Supply of Provision

This information is taken from the Stage 1 and Stage 2 reports of the SSA for Scotland and is intended as an update with regards to the workforce profile of the lifelong learning sector in Scotland. Annex B details the UK workforce profile and the supply of provision taken from the Stage 1 and Stage 2 UK reports for comparison.

3.3.1 Workforce numbers

The Scottish workforce is estimated using figures from the UK wide Labour Force Survey (LFS) and constituency-specific sources from Scotland. Where data were missing or inadequate, a number of Scottish stakeholders were asked to provide estimates of workforce numbers (these constituencies were WBL and youth work within CLD). Given the data discrepancies and data gaps within the LLUK constituencies, it is very difficult to establish an accurate global estimate of the size of the lifelong learning workforce. Any overall estimate should be treated with extreme caution. Without accounting for WBL workforce and volunteer youth workers, estimates from constituency specific sources are approximately 73,700, an estimate based upon the Labour Force Survey SIC codes gives a figure of approximately 80,500. The Futureskills 2005 survey of the Lifelong Learning constituency which is also based upon SIC codes provides a figure of 84,100. With this in mind, it is estimated that the lifelong learning sector in Scotland comprises in the region of at least 80,500 individuals. In addition to this there may be up to another 101,000 individuals involved in WBL and volunteer youth work.

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 stakeholder estimates suggest that youth workers alone could account for approximately 40,000 individuals missing from the LFS total for Scotland. It should be noted that individual studies provide estimation for parts of this workforce as well. For example, a study of the CLD sector involving responses from, primarily, local authorities (Communities Scotland, 2007) estimates the CLD workforce to be around 6,000. Keeping the above complexities in mind and the Scottish Voluntary Sector Statistics 2007, an approximate total (based on the LFS) for CLD in Scotland is 10,935
- Similarly, in FE, the variation between the LFS and other sources may be related to the 'missing' unspecified amount from Standard Industrial Classification (SIC) 80.21 (general secondary education), which is not included in the total. Sector-specific data sources provide estimates of the college workforce in Scotland. However, owing to the method of calculation in Scotland (i.e. using 'full-time equivalents' (FTEs) rather than headcounts or numbers of contracts), as well as the varying timescales used for data collection, it is difficult to produce a grand total for FE. The total workforce of Scotland's Colleges is 12,330 (full-time equivalent; and 21,615 headcount) according to the SFC.
- In the HE constituency LFS data, aggregated across the four quarters of 2004/05, provides a recent figure of 52,091. However, the Higher Education Statistics Agency (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 for Scotland of 36,999.
- In the LAIS constituency, the Chartered Institute of Library and Information Professionals (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. With no single data source that provides data for the LAIS constituency, the estimated workforce total for Scotland is 5,200 based on LFS, although this is acknowledged to be likely 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. The Scottish Training Federation (STF) estimates the Scottish WBL workforce at 70-75,000 (headcount) with approximately 4,000 workers already accounted for in the FE constituency.

These estimates mentioned above are presented in the table below.

Table 3.2: Estimates of the size of the lifelong learning workforce in Scotland

Constituency	Labour Force Survey 2005	Estimates from constituency-specific sources	Stakeholder estimates
CLD	10,935 (SIC 80.42, but excludes youth workers and possibly other strands)	6,076 (Communities Scotland, 2007)	8-9,000 paid, 40,000 volunteers Youth work total (Youth Link Scotland)
FE	12,330 (SIC 80.22 and 80.30/1. Could also include unspecified amount from 80.21)	12,330 Full Time Equivalent (FTE); 21, 615 headcount (SFC, 2004/05)	
HE	52,091 (SIC 80.30/2 & 3)	36,999 (Higher Education Statistics Agency (HESA) Staff Record UK, Dec. 2004)	
LAIS	5,200 (SIC 92.51)	1,986 (CILIP database, UK estimated to cover approximately 25% of the LIS workforce)	
WBL	(No separate SIC coverage)		70-75,000 (Scottish Training Federation)

3.3.2 Workforce characteristics

Various sources of data have contributed to the development of the estimate of the total workforce within the lifelong learning sector in Scotland in the region of 80,500 individuals using the LFS 2005 SIC codes

Using the LFS 2005 allows examination of the characteristics of the lifelong learning workforce revealing particular issues relating to:

- Female employment – over half (58%) of the workforce (as defined by SIC codes) were female, based on data from the LFS 2005.
- An ageing workforce – the LFS suggests that the majority of the workforce were aged between 35–54 years. Sixty-one percent of the workforce were aged between 35-54 years and 21% were aged under 35.
- A professional workforce – compared to other countries Scotland has the lowest proportion of employees classed as Professional (47%) and the highest proportion in the Associate professional/technical (18%) and Administrative/secretarial (18%) occupations.
- Full-time, permanent employment was the norm for the workforce as a whole identified within the LFS, 68% working full-time and 79% employed on a permanent basis.

The Futureskills Lifelong Learning Survey 2005 provides almost identical figures for the workforce characteristics.

3.3.3 Overall supply of provision

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

The lifelong learning sector delivers skills and qualifications to most workforces within the UK. Whilst other SSCs investigate the supply of provision for their sectors as something that, with the exception of in-house training, originates from outside their sector; LLUK's investigation of provision supplied to its workforce, relates to that which is primarily delivered by members of the same workforce i.e. it is a workforce which meets its own training needs.

3.3.4 Provision and training supplied through HE

The following section explores the provider base, learning programme characteristics and delivery patterns associated with provision designed for the lifelong learning workforce and delivered within the HE setting. The main source of information for this section is the HESA student record.

HE in Scotland provides a large volume of provision, which is suitable for the lifelong learning workforce.

The table below shows the number of HE providers with relevant programmes on offer to the learning and skills workforce, by constituency. It should be noted that institutions can supply provision relevant to more than one area of the lifelong learning workforce.

Table 3.3: HE institutions delivering LLUK-relevant learning programmes in 2004/05

HE	FE	WBL	Post-compulsory	CLD	LAIS	All LLUK-relevant provision
9	5	1	10	4	5	13

The table indicates that HEIs in Scotland, unlike in some other countries of the UK, are delivering provision which is relevant across all constituencies, some of which will be relevant to most of the occupational groups. However there is currently very little provision targeted specifically at the WBL workforce.

Lifelong learning related provision is delivered by 13 HEIs in Scotland, however 85% of the total of provision was delivered by four of the institutions in 2004/05.

The volume of learners on LLUK-relevant programmes increased only slightly from 2003/04 to 2004/05.

Changes over the two-year period include:

- increases in the numbers of learners in the HE, FE, LAIS and CLD groups
- the largest increment, which was in the HE group, showed an increase of 14.5%
- a reduction in the numbers of learners in the adult literacy, numeracy and ESOL and other post-compulsory groups.
- the largest reduction, which was in the learners in the adult literacy, numeracy and ESOL group, was a decrease of 22%.

Delivery patterns

The currently available data for Scotland suggests that the bulk of the learning programmes relevant to the lifelong learning sector's workforce are delivered on a part-time basis by the HE sector, with around 84% of learners participating in this type of programme in 2004/05.

However it is noticeable that employees in the CLD constituency are the only group which take up more full-time than part-time provision. These are likely to be new entrants to their profession.

3.3.5 Provision and training supplied through Scotland's colleges

Many of the qualification and learning programmes which provide essential skills to the lifelong learning sector's workforce are delivered by Scotland's colleges. The following section explores the provision and characteristics for the sector.

Information in this section is based on figures obtained through the 'Infact' online database, maintained by the SFC. The 'Superclass' coding system is the most detailed level of information available through this facility.

Learning programme characteristics

It is noticeable that there was a significant overall decline in the total number of learners in lifelong learning relevant learning programmes, down from 8,756 in 2001/02 to 4,566 in 2004/05.

The single largest percentage decrease was of learners in 'teaching/training: specific subjects'. This fell year-by-year between 2001/02 and 2004/05, with only a quarter of the number of learners engaged in 2004/05, compared to 2001/02. This may reflect the growing proportion of fully trained staff.

Scotland's FE and HE systems are more integrated than in other countries in the UK as the SFC funds both HE and FE. In addition, Scotland's colleges deliver over 25% of Scotland's higher education themselves. The volume of learners on FE and HE provision delivered through Scotland's colleges show:

- a greater decrease in the take-up of FE level (35%) provision between 2003/04 and 2004/05 than for HE, for which there was less than a 7% reduction
- a shift from 'teaching/training' from FE to HE over the two years
- a slight increase in the number of Full Person Equivalent (FPE) learners in HE-based 'education theory/learning' programmes, despite the overall trend towards less participation in theory-related programmes.

Delivery patterns

Aggregating the figures for learners engaged in part-time and evening/weekend study together shows that two-thirds of learners are involved in 'part-time' study. By adding the 'other' category to this, which may include, for instance, distance learning or residential courses, this would increase this figure to almost 90% of learners.

3.3.6 Provision and training supplied through WBL

A number of sources have been used to develop an understanding of the types of learning programmes delivered through vocational education and training.

The SQA Accreditation Unit collates information on all Scottish Vocational Qualifications (SVQs) delivered across Scotland. These data give a headline view of the certifications made, regardless of the type of delivery (i.e. Modern Apprenticeships, Skills Seekers, City and Guilds, through FE, etc.).

To supplement this information, Scottish Enterprise and Highlands and Islands Enterprise were approached to provide data on the volume of SVQs, which were delivered through Modern Apprenticeship and Skills Seekers programmes and which are relevant to the lifelong learning workforce.

Certifications through WBL provision by SVQ title from 2002 to 2005 show that:

- The total of accredited outcomes increased from 125 in 2002 to 138 certificates awarded in 2005; however, this is not due to a year-on-year increase in awards but completion dates
- There has been considerable growth in 'learning and development' achievements since their introduction in 2004. There were 61 certification awards in 2005.
- There has been a significant fall in 'training and development' awards, down from 52 in 2002 to 8 awarded in 2005, with corresponding falls in 'strategy;' and 'learning development'. This may be a reflection of the change in NOS from 'training and development' to 'learning and development'

- Notably, there were few SVQ certifications in ‘information and library services’ between 2002 and 2004, and none in 2005
- The first ‘community development work’ SVQ certificates were awarded in 2005, with 23 being achieved in that year.

3.4 Key data gaps for Scotland

An extensive array of national data sources and supplementary constituency-specific data sources were analysed. National sources such as the LFS and the HESA data were used to obtain comparable data for most constituencies across the four nations. Moreover, other secondary constituency-specific sources were analysed to contextualise the national data.

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

In conclusion, the main data gaps in Scotland identified through Stage 1 and Stage 2 work were as follows:

- Archives and records management
- CLD
- WBL

Based on Stage 1 & 2 findings LLUK has now put a primary data research plan in place in Scotland to address these key data gaps. This research will run in part concurrently with Stage 4 of the SSA and will start with Archives and Records management in August 2007.

3.5 Current/key skills issues – what lies ahead for the sector in Scotland?

3.5.1 Defining ‘skills’ and the relationship between ‘skills’ and ‘qualifications’

It is hard to find a suitable proxy for skills within standard UK-wide and sector- or constituency-specific data sources. The most common and widely used proxy indicator is qualifications, but this has its limitations. Using qualifications as a proxy will never fully take account of skills, as they are most often developed through experience or ‘on the job’ training in the workplace and are not formally recognised in any way. A fuller description of skills should also include transferable skills (such as literacy and numeracy) and wider employability skills (such as team-working and problem solving), which may be under-represented (or indeed obscured completely) within formal qualifications designed to recognise particular types of professional, occupational or technical competencies and expertise.

Nonetheless, qualifications data is useful in that it does allow some comparisons to be made about skills levels (in the narrowest sense) across different occupations and

employment sectors and there was little option but to take this approach in the analysis of existing secondary data sources for this report.

However, building on the classification model adopted for the LLUK national employer skills surveys, the primary data collection and analysis undertaken during this research has addressed the limitations of using qualifications as a proxy measure by categorising skills more fully in the following way:

- **professional/occupational/technical skills** – skills which are specific to particular occupations such as: ILT, pedagogical or teaching skills for lecturers; IT professional skills for IT staff and information retrieval skills for librarians
- **transferable skills** – skills which are needed in work, learning and everyday life such as: communication; applied numeracy; ICT use; and foreign language/Welsh language skills
- **wider employability skills** – such as: problem solving; team-working; improving own learning and performance; and inter-personal and customer-service skills.

A further complication in the analysis of qualifications data is the wide range of terminologies and definitions of types of skills at different levels, which are used within different data sources and country and constituency contexts. Leitch (2005) proposes the use of the five-level National Vocational Qualifications (S/NVQ) framework, despite the fact that this has been updated to an eight-level National Qualifications Framework (NQF) and the existing SCQF has 12 levels. The LFS (on which much of the analysis was based) and several of the other secondary constituency-specific data sources also utilise this five-level framework.

3.5.2 Current skills needs and priorities within the lifelong learning sector in Scotland

The lifelong learning workforce is a highly professional workforce, made up of a high proportion of staff within Standard Occupational Classifications (SOC) 1-3, incorporating: managers and senior officials; professional occupations; and associate professional and technical occupations. It is, therefore, not surprising that a high proportion of the lifelong learning workforce across Scotland held qualifications equivalent to SCQF level 8 or above.

Moreover, between the years 2001–2005, the trend in numbers of the lifelong learning workforce holding an SCQF level 8 or above qualification has increased, across all four home countries of the UK. These rises have been predominantly driven by increases in the proportion of those within professional occupations and associate professional and technical occupations.

However, against this backdrop of already high and increasing skills levels within the workforce, especially among professional and support/associate professionals, the demand for high-level skills continues to outweigh supply. Employers across the UK lifelong learning sector face difficulties in recruiting staff as a result of skills shortages and encounter an even greater challenge in terms of the numbers of existing staff with skills gaps, i.e. perceived to be lacking skills important to the successful performance of their role.

Skills shortages – where applicants for vacant posts did not have the required skills, work experience or qualifications – as a percentage of employment were lower for lifelong learning employers in Scotland (2%) than for all sectors (3.6%). In Scotland 17% of vacancies in lifelong learning were described as hard to fill, compared to 46% of vacancies as a whole; and 66% of all hard to fill vacancies in the lifelong learning sector

were described as skills shortage vacancies, compared to 55% for vacancies as a whole.

Skills gaps – where current employees were perceived to be lacking the appropriate levels or types of skills to enable them to successfully perform in their role – involved considerably higher numbers of cases than skills shortages. However, the proportion of employees within the lifelong learning sector deemed to have skills gaps was lower than the all-sector average in the countries where comparative data was available. Across the four home countries of the UK (but bearing in mind the difficulties inherent in comparing the figures across the national employer surveys) skills gaps were reported in the highest proportion of lifelong learning establishments in Scotland and the lowest proportion in Northern Ireland.

Sector employers in Scotland associated skills gaps with ‘soft’ wider employability skills, such as organising and problem solving (as did employers in other sectors).

In Scotland, responses revealed generally similar patterns to those within the UK as a whole. As elsewhere, respondents reported the greatest incidence of skills gaps among professionals. Professional/technical/ practical skills gaps at SCQF level 8 or above were predominant across all occupational groups, with the exception of skills gaps for support/associate professionals, which occurred predominantly at SCQF level 6/7

The research undertaken for this stage of the SSA has not enabled the identification of the skills shortages or gaps within specific subject areas. It is expected that analysis at this level of detail will result, to an extent, from the additional stage of work being undertaken by LLUK to assess the implications of the skills needs and priorities identified within other occupational sectors by other SSCs in the production of their SSAs.

In addition to the current priorities resulting directly from these skills shortages and skills gaps, stakeholders identified leadership and management, and transferable and wider employability skills, as particular priorities across all lifelong learning constituencies throughout the UK. Additionally, in Scotland several stakeholders considered improved ICT user skills and up-to-date industry knowledge as vital. Skills in partnership working were also regarded as important, in order to overcome problems related to access to learning opportunities and choice, driven by the remoteness of some Scottish regions.

3.5.3 Future skills requirements

Research to date shows that the lifelong learning workforce will increasingly be dominated by professional occupations and, to a considerably lesser extent, by support/associate professionals in the coming years. It is also anticipated that a growing proportion of this workforce will be employed part-time. The very high level of replacement demand for professionals reflects the age profile of the workforce.

It is perhaps not then surprising to learn that employers anticipated that demand for higher level skills at SCQF level 8 and above, and also at SCQF level 6/7, would increase, and that increasing the skills levels of the existing workforce was more important to them than increasing the size of the workforce within particular occupations. Higher-level professional skills are, therefore, a key priority for lifelong learning sector employers, but transferable and wider employability skills are also recognised to be important for a wide range of lifelong learning occupations in the future.

However, within this research it has not been possible to consider in any depth the specific subject specialisms (and related skills needs), which will be required of the lifelong learning workforce at these different qualification levels. The ‘Impact Review’ of

the SSAs developed by other SSCs, to be undertaken by LLUK, may provide details of the demand for subject-related skills across the workforce as a whole, and allow the potential impact on the lifelong learning workforce's skills needs to be more clearly ascertained.

With respect to Scotland in particular, participants at the LLUK future scenarios workshops identified both cross-sector and constituency-specific future skills needs. Workshop participants described how the ageing population in Scotland, which has the greatest impact on the lifelong learning market in rural areas such as the Highlands and Islands, was reflected in the age profile of the lifelong learning workforce itself.

It was expected that greater institutional collaboration, particularly between Scotland's colleges and HE, would occur in the future, especially in the Highlands and Islands. Tutors, lecturers and trainers will need to be able to support learning in a wide range of settings and, at the same time, respond to the needs of a more diverse student body with different learning needs. As a result, lifelong learning providers will deliver more 'unitised' and 'bite-sized' learning, as well as providing coaching and mentoring for the adult workforce.

Like employers across the UK and in line with responses from participants in the future scenarios workshops in Scotland, respondents to the employer surveys in Scotland identified growing demand for support/associate professionals and professionals over the next 5–10 years. However, compared to sector employers in other parts of the UK, a smaller proportion of employers in Scotland felt there would be increasing demand for professional/technical/practical skills, particularly in the CLD and HE constituencies. In contrast, respondent Scottish employers also anticipated an increase in demand for transferable skills across all constituencies, but more so in CLD than in others. In addition, relatively more WBL employers in Scotland anticipated future need for transferable and employability skills than WBL employers in other parts of the UK, who reported professional/technical/practical skills to be most important.

4. OVERARCHING THEMES

This section of the report gives an overview of the overarching themes as outlined in the methodology section of this report. This information has been collated based on the Stage 3 consultation feedback and from the final versions of the gap analysis papers which can be found in Annexes C-G. The gap analysis papers detail individual skills issues for each constituency and the information detailed within this section of the report summarises the key skills issues within the overarching themes. Research findings from Stages 1 and 2 of the SSA are also referenced within this stage of the report. This information is presented using the format provided in the SSSA guidance and can be found in A. The overarching themes are also linked to the proposed solutions within this section and more detailed explanation on the proposed solutions is explored in Section 5 of this report.

4.1 Learning delivery including pedagogy and Information Learning Technology (ILT)

Skills related to learning delivery including pedagogy and ILT have been identified as a need across some parts of the lifelong learning sector.

In Scotland for some time there has been a move to examine and actively engage in the teacher training and CPD of its college workforce. Specific skills include identification of learner needs; and engaging and supporting learners. Staff also require more general skills of learning delivery including communication skills, bilingual skills, workforce diversity awareness and disability awareness. As part of the Review of Scotland's Colleges, the recently published Staffing, Learners and Learning Environments report *Inspiring Achievement* (2007), recommends that all full-time staff in colleges should fulfill, as a minimum expectation, six days of CPD a year, and that colleges should determine and implement appropriate proportionate expectations for part-time, fixed-term and temporary staff. The report also recommends that the Scottish Executive should commission an independent review into the future oversight of staff development activity for all college staff.

Skills shortages related to learning delivery in HE academic staff may be a result of these occupations being in such strong demand in the private sector and broader public sector. The market for skilled academic staff is becoming increasingly internationalised and HEIs face strong competition from institutions abroad in attracting skilled professionals.

Within LAIS, the Government's emphasis on lifelong learning and social inclusion, together with changing demographic trends are predicated as being likely to make large demands on this service, especially those related to learning, with library staff playing an important role as educators and supporters of ICT use, particularly for those users from more disadvantaged backgrounds.

In WBL, skills are required of the workforce to ensure that learners' experiences match their preferred way of learning, their learning goals, their personal development and their career aspirations, especially learners who come from diverse backgrounds (incorporating young people, the unemployed and adult learners across a range of settings). Specific skills include:

- Identifying learner needs
- Engaging learners
- Supporting learners
- Assessing learner progression

Occupational groups affected

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

Demand side evidence

- In Scotland there has been an ongoing move to examine and actively engage in the teacher training and CPD of its college workforce. In 1997 the then Scottish Office published National Guidelines on Provision Leading to the Teaching Qualification (Further Education) and Related Professional Development. Following on from this the Professional Development Forum (PDF) was established in 1998. The aim of the Forum is to assist and improve the training and CPD of Scotland's college lecturers by approving and providing high quality initial teacher training and CPD that takes into account individuals' needs and those of the profession (www.fepdfscotland.co.uk). In 2005 Jim Wallace, Deputy First Minister and Minister for Enterprise and Lifelong Learning announced the Review of Scotland's Colleges (RoSCo), looking at improvements of teaching methods and supporting the development and professionalism of staff.
- In HE, one third of Scottish employers indicated that their support and technical staff lacked transferable skills, including communication skills and bilingual skills.
- In LAIS, a fifth of employers felt that applicants for paraprofessional roles in Scotland lacked transferable skills, including communication skills and bilingual skills. A slightly higher proportion was quoted for applicants for professional roles.
- The new Scottish Executive ESOL Strategy (2007) highlighted the need for improved provision of training for staff delivering ESOL. Recommendations included; better staff induction programmes; the development of a qualification for volunteers working with ESOL learners; and a CPD award for experienced and qualified ESOL teachers. The strategy proposes that a structured CPD pathway needs to be mapped for ESOL staff within broader developments in CPD for lecturers and tutors within FE, for CLD and Adult Literacy and Numeracy staff.

Supply side evidence

- A CLD workforce survey by Communities Scotland (February 2007) shows that just over half of Scottish CLD staff (not including sessional workers) held CLD qualifications to degree or postgraduate level. 70% of full time staff are qualified, compared to 20% of part time staff.
- A survey of community education workers in Scotland (2002) found that paid staff were more likely to hold a qualification in community education at SCQF level 7/8, (degree, diploma or certificate) than their volunteer counterparts. At least half of respondent organisations reported that none of their volunteer staff held an SCQF level 8 qualification in community education.
- In 2004/05, the majority of training for the CLD constituency was provided by HEIs, followed by Scottish colleges, and the Open University (OU), which was taken up almost exclusively by members of the CLD constituency in Scotland.
- City and Guilds offer Community Work Development SVQ up to level 4 which includes units on creating opportunities for learning
- In Scotland, college lecturers can undertake a Scottish teaching qualification in further education, known as TQ(FE) (Teaching Qualification (Further Education)); Professional Development Award (PDA) or other equivalent qualification. New

PDA and revisions to all three TQ(FE) have been undertaken that take into account the new Scottish professional standards. In 2006, 63% of teaching staff held a TQ(FE) or equivalent, 14% held another teaching and FE qualification and 3% held a TQ not equivalent to the TQ (FE).

- In HE, the Higher Education Academy (HEA) has set up 24 Subject Centres which support individual staff by providing discipline-specific learning and teaching resources, events/ workshops, departmental visits networking opportunities, project funding and advisory services. Several Subject Centres have established Scottish sub-groups of departmental contacts as part of ongoing development of distinctive approaches to work in Scotland.
- A PG Cert in Teaching and Learning in Higher Education is now available in Scotland and is accredited by the HEA. This qualification is available to all academic and academic related staff.
- Higher Education and Technicians Educational Development (HEaTED) is a project funded by the Scottish Leadership Foundation for all technical and specialist research and teaching activity. This project aims to bring about the formation of a professional body for HE technical/ specialist staff.
- In LAIS, over a quarter of Scottish employers reported that their paraprofessional staff undertook their further education and training in house. However, the same proportion of employers reported that they were dissatisfied with the CPD activities undertaken by their professional and paraprofessional staff.
- City and Guilds offer Libraries and Information Services SVQ's up to level 3 which incorporate units on information technology support
- For WBL, the SQA has units available, which make up part of the Diploma, Teaching in FE:
 - Coaching the individual learner
 - Providing advice and support to learners
 - Supporting flexible learning
 - Managing disruptive behaviour
 - Assessing candidates using a range of methods
- City and guilds offer various qualifications in teaching and learning:
 - Diploma in delivering learning
 - Teaching adult learners
 - Learning support
- Some of these qualifications are available at Edinburgh's Telford College.

Nature of gaps

Market gaps have resulted from a difference in the supply and demand of the particular learning delivery skills.

Likely impact if not addressed

Without the skills of learning delivery, the lifelong learning workforce will not be able to deliver on its core responsibility.

Related issues/themes

- Learner engagement and customer care
- Leadership and Management
- ICT
- Recruitment and retention

Related proposed solutions

- Explore options for 'professionalising' the lifelong learning workforce
- Develop an integrated CPD framework and model
- Develop a 'skills for learning professionals' qualifications framework
- Support lifelong learning employers in the move towards more learner centred/ demand led learning and training opportunities
- Develop collaborative working across the lifelong learning sector
- Develop a UK wide leadership and management strategy
- Develop the business case and resources to support the use of technology in the sector

4.2 Leadership and Management

Leadership and management skills at SCQF level 8 have been identified as a skills need across various constituencies in Scotland. A number of factors have led to the need for real institutional strengths in leadership, governance and management within Scotland; the enhanced and changing role of the CLD sector; the lack of people with advocacy skills and with top level strategic skills in LAIS; the difficulties of attracting young people and external managers to WBL due to image and salaries; and the challenges of operating in an increasingly internationalised market within HE. Specific skills sets include:

- Financial management
- Partnership working
- Effective use of IT
- Project management
- Leadership skills – including development of leadership skills throughout the workforce
- Managing staff and volunteers
- Engaging employers
- Formal bid writing
- Strategic management

Specifically within HE, after an audit process with Scottish HEI principals and their teams, the Scotland Leadership Foundation identified seven themes to address within leadership and management:

- Succession planning
- Heads of department development
- Organisational Development
- Governance
- HR Framework
- Coaching and mentoring
- HE/ FE development

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 Scotland's Colleges and with others, to support the best teaching, research management and knowledge transfer

Occupational groups affected

Scottish employers and stakeholders stress that Leadership and Management training needs are not just for professionals, but should also be at the level of those with no qualifications. In discussing leadership and management there is a tendency to focus on management which is largely well resourced and rather less on leadership.

Demand side evidence

- Within CLD, a third of Scottish employers felt that their existing management staff lacked specialist professional and technical skills, such as building effective partnerships to enhance community learning and development and managing the work and input of others.
- Scottish employers in CLD also reported that over a third of applicants to management roles lacked specialist professional and technical skills.
- Leadership and management is not widely regarded as a skills issue for Scotland's Colleges or within the LAIS sector, as a majority of Scottish employers were satisfied with the skills and competences of their existing management staff. However, some College employers did comment on the lack of communication and bilingual skills within their management staff but there was little comment on leadership skills throughout the organisation including non management roles.
- In HE, over a third of employers reported difficulties in recruiting management staff at SCQF Level 8. A smaller proportion experienced difficulties recruiting staff at Level 3.
- In WBL, almost half the employers reported that their management staff lacked professional, technical and practical skills including subject specific knowledge and ICT skills.

Supply side evidence

- Between one third and one half of Scottish CLD employers indicated that they made a large investment in the further education and training of their existing management staff. More than two thirds of employers were satisfied with the CPD activities undertaken by their management staff.
- Within Scottish Colleges, approximately two thirds of employers report that they made a large investment in the education and training of their existing management staff.
- Analysis of inspection grades assigned to Colleges in Scotland showed that the leadership and management of nearly 94% of providers were rated as satisfactory or better, covering over 96% of enrolments in 2004/04.
- In LAIS, a fifth of employers were dissatisfied with the further education and training undertaken by their current management staff.
- Almost a third of Scottish LAIS employers reported a large investment in further education and training for management. Relevant provision include the CILIPS (CILIPS) Revalidation Scheme and the Society of Archivists (SoA)'s own CPD scheme.
- Employers and stakeholders of WBL in Scotland noted a resource issue in providing staff with CPD. Most WBL companies in Scotland are small providers with small margins and low levels of funding which makes it harder to invest in training.
- Analysis of qualifications for WBL managers in Further Education institutions showed that there were a small number of management qualifications that were specific to the WBL sector in 2004/05. The main qualification accessed was Management of Learning and Development at SVQ Level 3. There were no management qualifications specific to WBL being delivered in HE institutions in 2004/05.
- There are no formal processes for the inspection of WBL in Scotland except for that delivered through FE colleges.

Nature of gaps

Market gaps have resulted from a difference in the supply and demand of the particular leadership skills.

Institutional weaknesses – there may be a poor supply of labour to the sector due to inherent barriers such as difficulties in attracting young people and external managers to WBL due to a poor image and salaries.

Likely impact if not addressed

Without contextualised leadership and management training, managers and other staff (with and without management responsibilities) will not be able to deliver the changing needs evolving within the individual constituencies.

Related issues/themes

- ICT
- Recruitment and retention
- Employer engagement
- *This issue was also raised in the following themes and is therefore related to these:*
 - Learning delivery
 - Learner engagement and customer care

Related proposed solutions

This overarching theme links directly with:

- Develop a UK wide leadership & management strategy

However it also links with the following proposed solutions:

- Explore options for 'professionalising' the lifelong learning workforce
- Develop an integrated CPD framework and model
- Develop a 'skills for learning professionals' qualifications framework
- Support lifelong learning employers in the move towards more learner centred/ demand led learning and training opportunities
- Develop the business case and resources to support the use of technology in the sector

4.3 Learner engagement and customer care

Skills needs related to learner engagement and customer care have been identified in most parts of the lifelong learning sector in Scotland. Catalysed by various policy initiatives focussing on widening participation and tackling social inclusion, the need for enhanced learner engagement skills has been identified by Scottish Colleges and HEIs as requirements in these sectors. These skills are essential in order to meet the needs of an increasingly diverse learner population, including; younger learners aged 14-19; adult learners as well as learners from disadvantaged backgrounds; those with mental health issues and those from different cultures. Colleges currently spend 3% of their budgets on learner support.

Within HE, widening participation has been recognised as having a number of implications for the workforce including:

- Enabling independent learning by identifying learners' different learning styles and meeting the needs of a more diverse student body (including part time, mature and overseas students and those from disadvantaged backgrounds).
- Support learning in community and employment settings; collaborating with WBL, community, learning and development providers.

Within LAIS, skills gaps related to customer engagement skills have been identified. In Scotland, the Government emphasises on lifelong learning and social inclusion, together with changing demographic trends are predicated as being likely to make large demands on the service, especially those related to learning. As well as having to be proficient in the use of technology library staff are expected to play an important role as educators and supporters of ICT use, particularly for those users from more disadvantaged backgrounds, drawing on a wider range of customer engagement skills in order to establish user needs and provide support, advice and guidance to users.

Within WBL, learner and customer engagement skills have been identified as a need in relation to dealing with a diverse range of learners. Learners enrolled on work-based learning programmes are a heterogeneous group incorporating young people, the unemployed and adult learners across a range of settings. In addition many learners experience learning difficulties arising from social and/or other needs. This means that providers require a great deal of skill to ensure that learners' experiences in WBL match their way of learning, their learning goals, their personal development and their career aspirations.

Occupational groups affected

This skills need affects all staff who provide support to learners and/or customer but also extends to all those in management, professional, support professional and technical and administrative roles who have direct contact with learners.

Demand side evidence

- Within Scottish Colleges, up to a third of employers felt that their existing professional learning and technical support, as well as management staff, lacked transferable skills including communication and language skills. Some employers also reported that applicants for new vacancies lacked transferable skills including communication and language skills.
- In HE⁴, two thirds of employers reported that their current academic professional and one third of management, administrative and manual staff lacked transferable skills including communication skills.
- In LAIS, around a fifth of employers felt that applicants for paraprofessional roles in Scotland lacked transferable skills, including communication skills and bilingual skills. Skills gaps were also evident with one third of employers reporting that their existing professional staff lacked transferable skills, including communication and bilingual skills. A small proportion of employers felt that their current professional and paraprofessional staff lacked employability skills including customer engagement.
- Overall, a vast majority of employers in Scotland expected the demand for communication skills, language skills, customer-service skills and problem solving skills to increase over the next five to ten years.

Supply side evidence

- In 2006 the Scottish Executive published an updated set of professional standards for lecturers in Scotland's Colleges relating to the CPD of college lecturers. The updated standards specifically address teaching children and young people, managing an inclusive learning environment and promoting learning and equality for people with disabilities. The Scottish Further Education Unit (SFEU) has delivered specific training for staff working with young people who are not in employment, education or training (the so-called NEET group) and some colleges have also taken up their own initiatives.
- City and Guilds offer SVQ's in Community Learning and Development which incorporate units on the promotion and support of learning
- There is only limited data relating to HE in Scotland. The Scottish Leadership Foundation for Higher Education has commissioned the Diversity Resources Project with the aim of compiling numerous diversity resources used in this sector. Also the Scottish Higher Education Enhancement Committee has developed enhancement themes as part of the Quality Enhancement Framework. This framework is designed to support HEI's in Scotland to manage the quality of the student learning experience. This is achieved by developing themes which encourage academic and support staff and students to share ideas and good practice to generate models for innovation in teaching and learning.
- Within LAIS, current pathways into professional roles in the sector are typically; a first degree and then a post-graduate qualification in archives management for archivists; and for librarians either a first degree in library and information management or a first degree in an academic discipline followed by a post-graduate qualification in library and information management. Qualification opportunities for paraprofessional staff are currently limited to the libraries career pathway and are essentially work-based vocational qualifications.

⁴ Only 4 HEIs responded to the electronic LUK HE survey supplemented by focus groups and additional interviews with Universities Scotland. Conclusions must be treated with caution.

- LAIS employers and stakeholders report that they require more generic CPD tools that are integrated at a Scottish local level. Some specific LAIS related provision includes the CILIPS Revalidation Scheme.
- City and Guilds offer Libraries and Information Services SVQ's which incorporate units on customer care and learner engagement.
- For WBL, the Scottish Qualifications Authority has units available that currently make up part of the Diploma: Teaching in Further Education. These units are in:
 - Coaching the individual learner
 - Providing advice and support to learners
 - Supporting flexible learning
 - Managing disruptive behaviour
 - Assessing candidates using a range of methods

Nature of gaps

Market gaps have resulted from a difference in the supply and demand of the particular learner engagement and customer care skills

Likely impact if not addressed

With lifelong learning organisations working more and more like businesses, it is essential for all staff to be skilled in customer and learner engagement in order to provide a competent service.

Related issues/themes

- Learning delivery
- Leadership and management
- ICT
- Recruitment and retention

Related proposals

- Develop a 'skills for learning professionals' qualifications framework
- Support lifelong learning employers in the move towards more learner centred/ demand led learning and training opportunities
- Develop collaborative working across the lifelong learning sector
- Develop the business case and resources to support the use of technology in the sector

4.4 Recruitment and retention

Overview

There are various recruitment and retention difficulties in parts of the lifelong learning sector, as follows:

- Across the UK the social inclusion agenda, which is particularly prominent in Scotland, has fuelled demand for CLD training as a key means of widening access to learning, particularly among the most excluded people and traditional non-participants. There are a range of constraints in recruiting staff into the CLD constituency, including the high proportion of positions that are part time; the relatively low pay compared with other sectors (with geographically remote areas often offering even lower salaries); the lack of clearly specified training routes in some occupations; and the limited resources available for training.
- Within Scottish colleges one of the most significant barriers to recruitment has been highlighted as the inability of the sector to match the salaries offered by schools and industry. This means that it becomes difficult for colleges to compete for the higher paid and better qualified people in the labour market. Moreover, the impact of the ageing workforce in Scotland is particularly evident in rural areas such as the Highlands and Islands. This is reflected in the age profile of the colleges' workforce. Specific subjects experiencing recruitment problems include construction, joinery, carpentry, plumbing, electrical installation and accounts.
- In HE, difficulties have been identified in recruiting management staff at SCQF Level 7/8. Members of Universities Scotland have also highlighted difficulties in recruiting Health and Safety officers.
- Recruitment difficulties for skilled lecturers, trainers and tutors in specific subject areas have been identified in WBL. These are engineering, science, health and social care, construction, financial and property services. The subject specific recruitment difficulties are exacerbated by an overall rise in demand for the WBL workforce, reflecting the enhanced role of the WBL in delivering key priorities within the lifelong learning sector. For example, specific initiatives like 'Return to Work' have placed higher demand on social care specialists. However, studies have highlighted a number of key recruitment constraints in the WBL sector including low salaries; the relatively poor image; and the perceived lack of career progression.
- Scottish employers reported high competition for staff with adult literacy and numeracy and ESOL skills, with many facing recruitment problems and internal skills gaps related to adult literacy and numeracy.

Occupational groups affected

This skills issue affects all staff.

Demand side evidence

- In CLD more than half of Scottish employers reported difficulties in attracting suitable applicants to fill professional and support professional vacancies in their organisations, with most lacking specialist professional and technical skills such as the ability to engage with learners in a learning context and working with individuals and/or communities to identify needs, aspirations and goals.

- A quarter of Scottish employers reported that CLD applicants to professional roles lacked transferable skills including the ability to engage and communication skills.
- Within Scottish colleges, almost half of Scottish college employers expected the demand for professional staff to increase in the next five to ten years.
- With WBL in Scotland, there has been a drive to increase the uptake of apprenticeships, work-based learning and vocational qualifications for both young people and adults, with implications for the work-based learning workforce. However, around a third of employers reported difficulties in recruiting professional staff with professional, technical and practical skills, while a small proportion experienced difficulties in recruiting support professional and technical staff with these skills.
- Since 2000 there has been increased demand for ESOL provision in Scotland, following the higher numbers of asylum seekers and refugees settled in Scotland and also the increasing number of migrant workers coming from EU accession states. In addition, the Scottish Executive 'Fresh Talent' initiative has encouraged more people to come and work in Scotland who may require ESOL provision.

Supply side evidence

- In Scotland it is difficult to estimate the number of learners in FE provision, as data is coded by the SFC 'Superclass' system which does not contain sufficient detail to distinguish all areas relevant to LLUK CLD constituency. However in 2004/05 1,145 learners are recorded in CLD related HE provision, and 702 in the family/ community work Superclass. This corresponds with UK trends in provision.
- Student surveys carried out by the SFC show that learners enrolled on HE courses in Scotland were very satisfied with the quality of provision, with an overall satisfaction rating of 88% in 2005 for learning experience. Learners were most satisfied with the amount of contact time with staff and access to computing resources. Scottish HE learners were least satisfied with quality of the equipment in labs and workshops, though the overall rating was still high (75%).
- In terms of technical and support staff, there is no standard recruitment or development 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.
- The new Scottish Executive ESOL Strategy (2007) highlighted the need for improved provision of training for staff delivering ESOL. Recommendations included better staff induction programmes; the development of a qualification for volunteers working with ESOL learners; and a CPD award for experienced and qualified ESOL teachers. The strategy proposes that a structured CPD pathway needs to be mapped for ESOL staff within broader developments in CPD for lecturers and tutors within FE, for CLD and ALN staff.

Nature of gaps

Market gaps have resulted from a difference in the supply and demand of the particular skills mentioned above.

Institutional weaknesses follow as there may be a poor supply of labour due to inherent barriers such as relatively low salaries, high proportion of part time positions, perceived lack of career progression and a poor sector image.

Likely impact if not addressed

Without the availability of contextual and relevant qualifications, the workforce will not possess the correct skills and the shortages will continue to exist.

Related issues/themes

- Learning delivery
- Learner engagement and customer care
- Leadership and management

Related proposals

- Develop an integrated CPD framework
- Develop a 'skills for learning professionals' qualifications framework
- Develop a knowledge bank for IAG professionals
- Develop sector wide career pathways
- Recruitment programmes
- Develop a UK wide leadership & management strategy

4.5 ICT

Skills needs for ICT have been identified within the LAIS and WBL constituencies in Scotland. Technology is having a major influence in the LAIS constituency, particularly ICT, digitisation and remote access to services. Moreover, users expect LAIS staff to be highly skilled in the use of ICT and able to provide advice and guidance on its use. The LAIS constituency is already utilizing the benefits of ICT in general with high levels of ICT hardware use and training provided to staff, along with internet training. In a constituency now heavily dependent on ICT, LAIS staff continue to require skills updating in order to keep pace with technological change. Specific skill sets include:

- Basic ICT user skills
- Advanced ICT user skills
- Support of users with different levels of ICT competence
- Web management and web content
- Networking skills
- Delivering ICT – teaching skills needed in working with fellow professionals e.g. training others in the use of online resources
- Management of metadata
- Database building
- Developing e-libraries and collections
- ICT systems development
- Digitisation

There is also a need for professional archivists to keep abreast of changes and developments in ICT. Finally, within WBL, ICT skills were identified as a requirement for management staff.

Development of ICT skills often goes hand in hand with development of customer engagement skills in terms of assessing different levels of customer ICT ability and accommodating their information level requirement.

Occupational groups affected

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

Demand side evidence

- A 2003 study conducted by ISNTO, “Skills Foresight in the Information Services Sector 2003–2009” 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.
- Almost half of Scottish employers in WBL reported that their management staff lacked professional, technical and practical skills⁵. Future ICT training needs identified were staff needing to keep abreast of changing technology and upskilling to undertake more complex tasks in response to more sophisticated demands from customers.

Supply side evidence

- A 2003 study conducted by ISNTO, “Skills Foresight in the Information Services Sector 2003–2009” into the Information Services Sector report found that training

⁵ This is based upon small numbers of employers and should be treated with caution

to develop ICT skills in Scottish public libraries was delivered in house (often by the ICT department of the authority) or by external private training providers.

- Scottish employers and stakeholders of LAIS also state that CPD needs to be more generic and integrated on a Scottish local level and point out that there is a difficulty in providing time for evening and weekend staff to train.
- Employers and stakeholders point out that the Scottish Executive's Curriculum for Excellence does not incorporate a role for Librarians, though they clearly perform a function within its remit
- City and Guilds offer Libraries and Information Services NVQ's which incorporate units on use of electronic communications and supporting users information technology needs

Nature of gaps

Market gaps have resulted from a difference in the supply and demand of the particular ICT skills.

Likely impact if not addressed

ICT is the core of technological change. Without training and up-skilling in ICT, the workforce will not be able to deliver to learners and users of today who are technically competent and IT savvy.

Related issues/themes

- Learning delivery
- Learner engagement and customer care
- Leadership and management

Related proposed solutions

This overarching theme links directly with:

- Develop the business case and resources to support the use of technology in the sector

However it also links with the following proposed solutions:

- Explore and develop 'skills for learning professionals' concept
- Develop collaborative working across the lifelong learning sector
- Develop a UK wide leadership and management strategy and framework for the sector

5. SCOTLAND SOLUTIONS

LLUK used a variety of methods to develop a suite of solutions for consultation and development through stages 3-5 of the SSA process (see section 2.4 above). This included an extensive exercise to collate suggested solutions identified as part of the Stage 3 consultation process, the findings of which were then refined into a suite of 10 proposed solutions following an internal LLUK ‘think tank’ session. These solutions will now be developed as LLUK progresses through Stage 4 and 5 of the SSA to meet constituency need across Scotland. This section gives an outline of the 10 proposed solutions, aims and the current context in Scotland.

5.1 Explore the options for ‘professionalising’ all parts of the lifelong learning workforce

Explore with the lifelong learning sector the implications of what this could mean in each of the constituencies and which areas of the sector this approach could potentially support individual progression and recruitment difficulties.

LLUK is currently involved in a major area of activity working towards the development of UK wide NOS for learning delivery. LLUK is working across the four nations with key Government departments to consider a UK wide approach to developing standards for lecturers, teachers, tutors and trainers. This activity also relates to the widening of this work to encompass higher education and teaching roles in libraries, archives and information services.

LLUK recognises the different standards which currently exist in each of the four nations, such as the Professional Standards for Lecturers in Scotland’s Colleges, and seeks to map existing underpinning standards to develop national standards which will embrace and complement the different standards and practices already in existence. It does not seek to change or replace standards already in existence.

Current situation in Scotland:

In the recent lifelong learning strategy discussion in Scotland, the LLUK response emphasised the support and development of the lifelong learning workforce, welcoming the recognition in Scottish Executive policies that Scotland cannot create a world-class economy without a world-class lifelong learning sector workforce.

There is currently an active attempt in Scotland to examine and engage in teacher training and the continuing professional development (CPD) of the college workforce. In Scotland, college lecturers can undertake a Scottish teaching qualification in further education, TQ (FE); Professional Development Award (PDA) or other equivalent qualification. New PDAs and revisions to all three TQ(FEs) have been undertaken that take into account the new Scottish professional standards for lecturers, mentioned previously.

The new CLD Standards Council for Scotland will have a key role in developing the standing of the CLD workforce. The Council will be

responsible for the approval of training courses; the registration of practitioners; and supported induction and the continuing CPD of the sector.

Both of the recently published Scottish Executive strategies on ESOL and Youth Work recognised the importance of developing the workforce in these areas. Staff development is seen as key to delivering Scottish Executive agendas in both of these areas.

Aims of this solution:

- To explore and develop with the sector this concept and ensure relevancy across the lifelong learning sector
- To provide a framework and opportunities for employees across the sector to move from a non-professional to a professional role where appropriate

Action for LLUK:

- Explore with constituencies in Scotland what 'professionalising' may mean
- Analyse more closely the registration and regulation systems in Scotland
- Carry out subsequent investigation and mapping of associated qualifications and frameworks.

Support from lifelong learning employers to:

- Work with LLUK to determine the demand and the appropriateness of the concept of 'professionalising' in Scotland across the constituencies
- Work with LLUK in the development of the underpinning NOS and SQS

Impact and added value:

- A common understanding of what 'professionalising' means for the workforce could inform how we align the lifelong learning workforce across all constituencies as well as with the schools' workforce
- This will develop within the sector the concept of candidates practising 'professionally' rather than the candidates becoming professionals. This will ensure parity and allow for increased movement across the sector.

Links to the LLUK Impact Review:

One of the key themes of the impact review is 'capacity building to ensure quality of delivery'. Any moves towards 'professionalising' the lifelong learning workforce will have a direct impact on the quality of provision. This area connects to the CPD framework providing opportunities for industrial updating to teaching staff. There could be opportunities for collaboration with SSCs around sector specific needs and the possible exploration of skills passports which are currently being developed across the SfBn.

5.2 Development of an integrated CPD framework and model for the lifelong learning sector where appropriate

LLUK identifies an aspiration that the lifelong learning workforce in all 4 nations and across all constituencies has access to an integrated CPD framework.

Although a substantial amount of good practice exists in relation to CPD in parts of the sector, feedback gained through Stage 3 consultation work with employers and stakeholders in Scotland has identified a need for a more consistent approach to the application of CPD across the whole of the sector. LLUK acknowledges that this activity should build on existing good practice. LLUK should be focused on working with partners to explore options for development of CPD frameworks and build the definition of what a CPD framework and model should look like for the sector. There is currently no clear definition of what CPD means across the constituent parts of the lifelong learning sector.

Questions for consideration:

- What does CPD mean for each constituency?
- Should CPD be a mandatory requirement at a national level?
- How will CPD service the individual rather than the institution?
- What guidance is given in the RoSCO Staffing, Learners and Learning Environment (SLALE) report?
- How can this be developed as part of the emerging Standards Council for CLD?
- Could the concept of an 'entitlement' to CPD be introduced?

Current situation in Scotland:

In 2006 the Scottish Executive published an updated set of professional standards for the continuing professional development (CPD) of college lecturers. The updated standards specifically address teaching children and young people, managing an inclusive learning environment and promoting learning and equality for people with disabilities.

In 2005 The Scottish Executive announced the Review of Scotland's Colleges (RoSCo). The Review, amongst other things, looks at staffing including improvements of teaching methods and supporting the development and professionalism of staff. One of the working groups set up as part of the Review was the Staffing, Learners and Learning Environment (SLALE) Group, mentioned previously, which made a number of recommendations about the CPD needs of college staff which will now be considered by the Ministers.

The SFC has previously funded the creation of a CPD toolkit for staff in Scotland's colleges which was developed by the FE Professional Development Network with support from SFEU. This toolkit considers CPD in the context of 3 key areas; professional competence; college/ sector strategic priorities; individual learning and development. It is widely used in

the college sector and has been held up by other sectors as an example of best practice.

The SFC has also funded a pilot 'Professional Updating' programme for staff in Scotland's colleges, consisting of four projects (three focused geographically and one by subject), designed to help teaching and support staff find opportunities to help them update their specialist and technical skills as part of their ongoing CPD. An evaluation report on the programme is expected later this year.

In November 2006 the Scottish Executive approved the establishment of a Standards Council for CLD in Scotland. Part of the remit of the Council will be to support induction and provide access to CPD for the sector. The LLUK National Manager for Scotland is one of 3 advisors to the interim council.

The new Scottish Executive ESOL Strategy (2007) highlighted the need for improved provision of training for staff delivering ESOL. Recommendations included; better staff induction programmes; the development of a qualification for volunteers working with ESOL learners; and a CPD award for experienced and qualified ESOL teachers. The strategy proposes that a structured CPD pathway needs to be mapped for ESOL staff within broader developments in CPD for lecturers and tutors within FE, for CLD and adult literacy and numeracy staff.

Successful implementation and development of this aspiration will be reliant on effective collaboration in terms of sharing best practice and current developments within this area. LLUK is looking to seek clarity and deliver joined up thinking around CPD frameworks for the lifelong learning sector in the longer term, to include:-

- Work with RoSCo SLALE group around CPD recommendations
- SFEU CPD Toolkit
- CLD Standards Council
- SFC Professional Updating Programme
- Outcomes of LLUK Experience Counts funded projects in Scotland

Aims of this solution:

- To map existing CPD frameworks and models in the sector with a view to creating an overarching CPD framework for the whole lifelong learning sector in Scotland
- To create a model for CPD across Scotland and constituencies
- To create an accepted definition of CPD across Scotland and constituencies
- To investigate the possibility of gaining accredited CPD for work experience/ in house training
- To case study CPD best practice so it can be shared across smaller organisations/ institutions
- To ensure that there is an equal entitlement and offer of CPD to staff at all levels, on different contractual bases, and across all constituencies
- Ensure sustainability of funding related to CPD activities
- To work with partners to build on and develop current programmes e.g. SFC Professional Updating Programme

Action for LLUK:

- Create LLUK guidelines for an integrated CPD framework for all nations and constituencies – value added aspect to workforce development within the sector
- Work with partners to explore the feasibility of creating a CPD framework across Scotland and across the lifelong learning constituencies.
- Work with the sector in Scotland to create an accepted definition of CPD
- Work with employers and partners to scope out current practice within this area across the sector, case study CPD good practice and identify potential funding opportunities for CPD
- Look at promoting inter-constituency sharing of CPD delivery and mentoring
- Explore accreditation and funding opportunities for informal learning

Support from lifelong learning employers to:

Whilst exploring feasibility for the development of a CPD model, employers would be invited to:

- Share existing approaches to CPD and explore with LLUK possible case study examples
- Develop the concept of ‘CPD Champions’ for the lifelong learning sector
- Work with LLUK to support the possible development of a framework and model for Scotland.

Impact and added value:

- An integrated sector wide CPD framework will encourage the sharing of resources and materials which may be common to all constituencies
- The development of an integrated CPD framework and model will ensure that all staff within the lifelong learning workforce in Scotland including voluntary staff have access to CPD at all levels
- A CPD framework would also help staff in the sector with their personal career planning and enable mobility within the lifelong learning workforce
- A comprehensive CPD framework, once it is in place, could contribute significantly to retaining staff within the sector, boosting morale, enabling people to progress in their careers and realise their full potential
- A comprehensive framework would help those with responsibility for staff development in the lifelong learning sector with their planning and delivery of CPD

Links to the LLUK Impact Review:

CPD has been identified as a key theme through the Impact Review of the other Sector Skills Agreements which LLUK is currently undertaking. There are a variety of options for working with other SSCs to provide industrial/technical updating and CPD for tutors that is relevant to the sector/subject they are working in. LLUK will need to work with the SfBn to consider its role in terms of supporting CPD relating to industrial updating and

demand from other sectors on the lifelong learning sector. It is notable that CPD for lifelong learning staff is being identified as critically important from across industry sectors and expressed within individual SSAs.

5.3 Develop a ‘skills for learning professionals’ qualifications framework

Develop a ‘skills for learning professionals’ skills and qualifications framework to sit within the SQS. This would act as an introduction to working in the lifelong learning sector and support the increasing need for working collaboratively and smarter. It would also provide the building blocks of standards and qualifications in the sector. Ultimately this work should achieve a greater emphasis in terms of implementing NOS across the sector and also facilitating organisations to use standards more effectively. This work will be built into the development of the SQS for the lifelong learning sector.

Identified areas for potential development through SSA Stage 4 and 5 consultation are:

- Information Learning Technology
- Learner Engagement / employer engagement
- Learner support/ customer care
- Multi-agency/ Partnership working

Current situation in Scotland:

Scotland has a unified qualifications system under the SQA and the SCQF. LLUK in Scotland is committed to working closely with SQA to ensure that any qualifications or standards developed are fit for purpose and sit within the Scottish qualifications system.

As mentioned above, the Professional Standards for Lecturers in Scotland’s Colleges address issues of learner support and customer care for specific groups of learners. Learner support and student centeredness are key characteristics of the work of Scotland’s colleges and the Scottish lifelong learning sector in general.

Scotland’s colleges are already engaged in programmes of employer engagement and are responsive to the needs of local employers, delivering training and education which is demand led and fit for purpose for both learners and employers.

In the recent Scottish Executive lifelong learning policy discussion, employer engagement was picked out as one of the key themes for debate. Scottish Executive policies clearly recognise that effective employer engagement is central to creating *“a Scotland that is ready and able to take full advantage of an evolving global economy”* (Lifelong Learning - Building on Success 2006).

Priorities for the new Department of Education and Lifelong Learning, led by Cabinet Secretary Fiona Hyslop, include focusing the skills agenda so that people of all ages have access to relevant, valued and quality assured training opportunities throughout their working lives. In light of this the Scottish Executive has recently announced their plans for a Scottish Skills Strategy which will focus on real, marketable skills, ensuring the strategy is demand-led.

As discussed previously multi agency/ partnership working is a central feature of the way the lifelong learning sector in Scotland operates. There is a wide array of good practice available in this area.

Aims of this solution:

- To provide a clear framework of skills and qualifications that are relevant across the lifelong learning sector
- To provide clarity for people in the sector around skills and qualifications
- To develop a database of units across the sector to facilitate career progression, entry into and movement across the lifelong learning sector

Action for LLUK:

- Develop a toolkit of resources to support ‘skills for learning professionals’ around employer engagement, information learning technology, learner support/ customer care and multi-agency partnership working
- To include an exploration of NOS and identification of case studies around the main areas identified

Support from lifelong learning employers to:

- Assist LLUK in ensuring effective consultation in terms of developing this area of work

Impact and added value:

- The development of a database of units across the lifelong learning sector will facilitate career progression, entry into and movement across the lifelong learning sector
- Enhanced understanding of the different standards which relate to the sector and how these can be used effectively

Links to the LLUK Impact Review:

The Impact Review of SSAs found that Skills for Justice is developing a qualification in multi-agency working. LLUK could also learn from the numerous skills passports and licence to practice programmes being run by other SSCs.

5.4 Develop collaborative working across the lifelong learning sector to recognise and disseminate good practice

There is a great deal of good practice evident across the lifelong learning sector. This solution looks at developing improved partnerships across constituencies and possibly nations in order to disseminate this good practice.

Current situation in Scotland:

Partnership working is a strong characteristic of the way in which the sector works in Scotland and is a key component of Scottish Executive policies which underpin the development of the lifelong learning agenda. Partnerships have long been established between Scotland's Colleges and universities and between the pre and post compulsory education sectors. There is a wide array of best practice material available in this area.

Scotland has a unique and innovative HE institution in the UHIMI. This Institute brings together a partnership of Scotland's colleges, research institutions and learning centres to provide vocational qualifications, degrees and research opportunities to students throughout the Highlands and Islands of Scotland. This distinctive model of partnership working is an effective way of widening access to learning for students living in some of Scotland's most geographically remote communities.

Working and Learning together to build stronger communities, the Scottish Executive's guidance on CLD in Scotland, stresses the importance of partnership working, and notes that CLD is based on a commitment to, among other things, *"recognising that many agencies can contribute to community learning and development, and should work together to make the most of the resources available and to be as effective as possible"* (WALT, 2003).

The HEA Scotland and Universities Scotland are both part of the Enhancement Themes initiative which is encouraging academic and support staff and students in Scottish universities to share current good practice and collectively generate ideas and models for innovation in learning and teaching.

In the Scottish WBL sector, the STF has been developed to act as one of the main representative bodies of work based learning providers in Scotland. This network allows members to communicate and share good practice within its diverse and wide ranging network. STF is also working with local authorities, colleges and training industry groups with a view to building mutually beneficial networks and partnership.

The Scottish Confederation of University and Research Libraries (SCURL), which is a sub-committee of the Board of Trustees of the National Library of Scotland, is working towards greater collaboration of Scottish research libraries on several fronts: maximising resources through collaborative working, working to create a cooperative library infrastructure in Scotland and lobbying funding and planning bodies on matters of shared interest.

Aims of this solution:

- Provide a model for developing collaborative working across the lifelong learning sector in Scotland
- Encourage collaboration and sharing of best practice across the 5 constituencies in Scotland
- To work with the sector to establish standards/ benchmarking for driving up excellence within Scotland

Action for LLUK:

- LLUK needs to ensure appropriate terminology and approach is developed for the constituencies in Scotland to ensure inclusion across the sector
- Explore with the sector and partners in Scotland fitness of existing mechanisms for establishing standards/ benchmarking systems for driving up excellence etc

Support from lifelong learning employers to:

- Work with LLUK to explore and develop potential models of collaboration across the sector
- To work with LLUK to develop sharing of best practice

Impact and added value:

- Improved sharing of good practice across constituent parts of the sector
- Focus on establishing standards across the sector will improve cohesion
- Improved partnership working across the sector
- The dissemination of good practice will help to improve sector resources, both within and between constituencies
- Building mechanisms for collaborative working across the sector will bring different parts of the sector together to canvass opinions and help influence policy relating to the whole lifelong learning sector

Links to the LLUK Impact Review:

Many SSA actions from the other SSCs relate to the development of new forms of delivery. LLUK will be working with the SfBn to develop more of an understanding of the potential implications of these developments at a national level.

5.5 Support lifelong learning employers in the move towards more learner-centred training opportunities

In an announcement about the plans for a Scottish Skills Strategy, Cabinet Secretary for Education and Lifelong Learning Fiona Hyslop stated, “*Our Skills Strategy will recognise that - while Scotland already has a skilled workforce - the country's future prosperity and success will depend on matching the skills of our workforce with the changing needs of business and employers*”.

This culture change will have a huge impact on the staff in the lifelong learning sector, from how learning is delivered to how courses are funded. There is a need for a programme of support to assist lifelong learning employers across the sector to continue to make this transition in Scotland, to develop and nurture skills relating to employer engagement.

Current situation in Scotland:

Scottish stakeholders agree that engagement with adult learners, disadvantaged learners and local employers is not a new area for Scotland's lifelong learning sector and capacity is already being developed in this area. Scottish Executive policies emphasise the need to keep the learner at the centre of the learning process, a central component of the social justice model in Scotland.

Scotland's colleges have for some time been working to ensure education and training meets employer needs, while maintaining a student centred approach. Pilot programmes are already running in Scotland's colleges to increase links between industry and colleges.

Scotland's colleges are also responsive to the demands placed on them by Scottish Executive policy and changes to policy drivers. For example, following the publication of *More Choices: More Chances* (2006), the SFEU has delivered specific training for staff working with young people not in NEET and some colleges have also developed their own similar initiatives.

Aims of this solution:

- To ensure that all lifelong learning employers continue to embrace the transition and develop and nurture skills relating to employer engagement
- To assist lifelong learning employers in developing their employer engagement strategies

Action for LLUK:

- LLUK to build partnerships with SfBn to investigate sector specific elements identified in the Impact Review
- Develop standards as set out in the ‘skills for learning professionals’ framework

Support from lifelong learning employers to:

- Assist in the development of the support programme by sharing good practice with regards to demand-led learning and training opportunities

Impact and added value:

Increased demand-led training and learning opportunities would meet the SFC objective that learning provision and programmes offered by Scotland's colleges and universities is to be relevant to students' lives and careers, society and the economy.

Links to the LLUK Impact Review:

Collaborative action with other SSCs could help link lifelong learning employers to employers in industry.

5.6 Develop sector wide career pathways

This area of activity is based on the creation of a framework outlining career pathways in the lifelong learning sector. This information could then be disseminated to IAG services (e.g. Schools, Careers Scotland, learndirect scotland etc.) This solution should be linked closely with developing a knowledge bank for IAG professionals.

Current situation in Scotland:

There are currently no clear progression routes or career pathways that map across the whole lifelong learning sector in any of the 4 nations.

Scotland has its own all age career planning and guidance system, provided by Careers Scotland. Careers Scotland is a national organisation offering career planning, career guidance, enterprise and employability services to individuals of all ages in Scotland. As lifetime career planning should underpin lifelong learning. Careers Scotland works in partnership with employers, education and training providers to assist individuals to develop effective career planning skills, with resulting career resilience, throughout life.

LLUK has responsibility for registering and certificating Modern Apprentices in Youth Work in Scotland. The Youth Work MA is a training initiative aimed at developing highly skilled employees in the Youth Work sector and offers a well structured career path into the sector.

Aims of this solution:

- To provide a 'framework' of career routes across the lifelong learning sector
- To ensure there is a positive image of the sector
- To work with partners to develop resources to support career planning services

Action for LLUK:

- Map existing career routes and the future structure of sector
- Explore best practice within the SfBn and the development of career pathways within other SSCs

Support from lifelong learning employers to:

- Assist in the creation of the framework

Impact and added value:

- Clearer career pathways for individuals in the sector, thus improving the sector's image, attracting new entrants from diverse backgrounds and improving staff retention
- Clearer career pathways could raise aspirations and, in particular, help people move from non-professional to professional roles

- Could attract new people into the sector

5.7 Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the lifelong learning sector

It is critical that LLUK works with the sector and partners to develop a knowledge bank of support for IAG professionals both within the sector and also available to those career guidance professionals to attract new entrants.

LLUK should also explore the role of the LLUK Information Advice (IA) service acting as the hub for this information, facilitating and enabling the *delivery* of IAG through nation specific IAG services and across the UK.

Current situation in Scotland:

As mentioned previously, Scotland benefits from its own national careers planning service, Careers Scotland. In addition learndirect scotland offers information and advice on learning opportunities via a free helpline and website to both individuals and small and medium sized enterprises throughout Scotland.

LLUK in Scotland has been working on a project, in partnership with SFEU and Careers Scotland, to look at developing a training toolkit for Staff Development Officers in Scotland's colleges. LLUK recognises the key role of people working in the field of staff development to enable them to assist entrants to the sector and more experienced members of staff. It is planned that this toolkit could be developed to suit the needs of other parts of the lifelong learning sector.

Aims of this solution:

- To develop a consistent approach to IAG across all of the lifelong learning sector
- To improve IAG within and outside the sector about careers in the sector
- To improve the image of the sector
- To work with partners to develop resources to support IAG and career planning services
- To increase the available pool of excellent recruits into the sector and support progression through the sector

Action for LLUK:

- Review current IAG practice within Scotland
- Map existing career routes and map the future structure of sector
- Review the LLUK IA service – possibly with a view to it becoming the hub of information on career pathways within the lifelong learning sector – connecting the IA service with IAG services across the four nations
- Review work underway through the SfBN around IAG

Support from lifelong learning employers to:

- Assist in the creation of the framework to identify IAG needs
- Identify best practice examples of IAG within the sector
- Ensure their staff have access to and work with LLUK to review IAG resources as they become available

Impact and added value:

- Developing a knowledge bank of support for IAG professionals will ensure more consistent delivery of careers advice across the sector and ensure parts of the sector which traditionally may find difficulties in attracting staff have increased opportunities to do so
- Increased movement of employees across constituencies and boost retention rates within the whole sector
- A knowledge bank would help new entrants to the sector with their personal career planning and raise awareness of different opportunities to existing staff

Links to the LLUK Impact Review:

The Impact Review has highlighted that there are tutor shortages in certain areas. Improved IAG about careers in the lifelong learning sector could attract people from other sectors into the lifelong learning sector. This is particularly relevant to staff in industry who may not wish to continue in industry but can still pass on their skills by going into teaching.

5.8 Recruitment programmes to address specific shortages in the lifelong learning sector

Targeted recruitment programmes are needed to encourage people to move across the lifelong learning sector or consider it as a career move.

Current situation in Scotland:

Across the lifelong learning sector there is a demand for a wide range of recruitment programmes to encourage more people to consider the sector as an attractive career option.

The recently published Youth Work Strategy in Scotland specifically highlighted the need for the new CLD Standards Council to encourage more people to choose youth work as their profession or volunteering option.

LLUK in Scotland has recently launched a project, in conjunction with Construction Skills, CITB, Summit Skills and Asset Skills, specifically designed to encourage construction workers with experience in the trade to move into a tutoring role in the lifelong learning sector.

Aims of this solution:

- To address key skills shortages within the sector as identified through the Stage 3 gap analysis work and detailed in section 4 of this report
- To attract new recruits to the sector from more diverse backgrounds

Action for LLUK:

- LLUK will work with key partners within the careers guidance field in Scotland to develop programmes and ensure accurate information and resources are available to encourage a wide range of people to consider the sector as an attractive option
- Research into the salaries in the sectors for promotional work and comparison with other sectors
- Scope the current demographics of the lifelong learning sector and the impact they have on the workforce in particular subject specialisms in order to facilitate succession planning
- Work with the SfBn to scope the size of the subject specific skill shortages across Scotland

Support from lifelong learning employers to:

- Continue to develop innovative routes into the sector which take account of work based skills and experience
- Continue to offer on the job training to develop pedagogical skills in new entrants to the sector

Impact and added value:

- A coordinated series of recruitment programmes could help to address recruitment and retention issues in the sector

- Ensuring the future needs of the sector are met, particularly in light of the impact review and the possible increased demand for staff in certain areas

5.9 Develop a UK wide leadership and management strategy

There is a plethora of provision in leadership and management across the sector. The central issue is that there is no overall cohesive approach to leadership and management training and take up across the lifelong learning sector. There are certainly areas of good practice but there is no clear picture across the sector. As with the other 3 home nations there are numerous initiatives and organisations which relate to leadership and management in the lifelong learning sector. LLUK wishes to work with partners across the sector to ensure the availability of a framework of appropriate leadership and management training programmes.

LLUK is engaged in the development of leadership and management standards through the Management and Leadership Champions scheme in the Skills for Business Network. More work is being carried out in Scotland to make these fit for purpose.

Current situation in Scotland:

Stage 3 consultations with employers and stakeholders evidenced leadership and management as a key skills issue (to varying degrees) in most of the lifelong learning sector. The one area where this is not widely regarded as a skills issue is within Scotland's Colleges, as stakeholders reported that there is adequate existing provision that can be accessed if required. It is not clear whether there is the level of take up which would be expected given the lead role of colleges in the learning and skills arena.

As with the other 3 nations, in Scotland there are numerous initiatives and bodies which relate to the issue of leadership and management in the lifelong learning sector.

Within Scotland's colleges there are SFEU courses and provision for management and leadership. In particular, the SFEU designed Scotland's Colleges Professional Enhancement (SCoPE). This is aimed at supporting middle managers in areas such as; enhancing their understanding of the leadership role; and change management related to strategic and organisational changes. Other initiatives made available by the SFEU include postgraduate courses in Management for Tertiary Education and the SFEU Leadership Programme which is aimed at senior managers and principals.

In the HE sector The Leadership Foundation in Scotland for HE and HE Academy, in Scotland introduced the Change Academy in 2004. This is a team based process for institutions and individuals to develop the knowledge, capacity and enthusiasm in managing and planning for change, while at the same time developing strategic change projects that represent priorities for their institutions. Also the Management and Professional Development sub-group of the Universities Scotland Secretaries Group provides bespoke training for managers in Scottish HEI's in a variety of areas

Stakeholders in the CLD sector have reported high levels of demand for the leadership and management training courses run by Communities Scotland. These courses are not currently levelled or credit rated, and some CLD

stakeholders, particularly within the voluntary sector, reported that the cost of formal accredited learning was often prohibitive for their organisations.

The Scottish Council for Voluntary Organisations (SCVO) has published *Skilling Up Our Workforce* (2005), the voluntary sector workforce development strategy. This strategy details a commitment to developing high quality management and supervision skills in voluntary organisations and developing managers to have strategic planning and leadership skills.

Aims of this solution:

- To map leadership and management provision and engagement across the whole of the lifelong learning sector within Scotland
- To build on current leadership and management strategies and ensure the needs of the lifelong learning sector are encompassed
- To understand where there are gaps in the lifelong learning sector in terms of leadership and management provision/engagement building on the Stage 2 evidence base
- To work with partners to develop a strategy for the lifelong learning sector for leadership and management that helps people to navigate the huge variety of provision to find out what is appropriate for them and the lifelong learning sector in particular
- To ensure that the Leadership and Management NOS meet the needs of the sector in Scotland
- To facilitate transferability across the sector at manager level

Action for LLUK:

- LLUK to work with partners to identify and develop a framework of appropriate leadership and management training programmes for the sector – to be reflected in the development of the SQS framework
- LLUK to carry out wider consultation on leadership and management standards to ensure a collaborative approach across the nations and to ensure UK wide acceptance
- LLUK to carry out further research into the qualifications profile with regards to leadership and management across the sector

Support from lifelong learning employers to:

- Develop a UK wide leadership and management strategy
- Continued involvement and support in terms of developing/ revising leadership and management standards

Impact and added value:

- Longer term, the development of a leadership and management strategy across the lifelong learning sector will increase the uptake of appropriate leadership and management programmes within the sector
- The development of a leadership and management strategy across the sector will bring clarity to the use of leadership and management NOS for the sector

- Successful development of a leadership and management strategy for the sector will facilitate partnership working and deliver more effective benefits to the sector

5.10 Develop the business case and resources to support the use of technology in the sector, particularly relating to ILT

New technology is transforming the way learning is delivered across the UK. VLEs (Virtual Learning Environments), for example, are used by colleges and universities to great effect. There are many other key technological tools such as interactive white boards. It is essential that the lifelong learning workforce is equipped to keep up with the pace of change and LLUK works with the sector to future-proof the way in which teaching, learning and information is delivered. This is especially important in remote areas of Scotland.

Current situation in Scotland:

It is critical that LLUK works with the sector in Scotland to facilitate the emphasis currently being placed on the development of IT/ILT strategies.

The LAIS constituency in Scotland 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, including internet training. The Scottish Libraries Information Council Public Libraries e-Content Survey Report gives an overview of the new IT provision now available in public libraries in Scotland. To assist libraries staff in working with these extensive new services, Scottish Library and Information Council (SLIC) has developed a new qualification that directly addresses ICT skills needs, the Diploma/Advanced Diploma in Applications of ICT in Libraries, in partnership with the SQA.

One of the Higher Education Academy Scotland's current enhancement themes is e-learning, reflecting a recognition of the need to develop e-learning in Scotland's HE institutions in a holistic manner.

Aims of this solution:

- To map the current support mechanisms available in the sector and look at where there are gaps in provision
- To 'future proof' the lifelong learning workforce by introducing measures to keep up with the pace of technological change
- To work with partners to support the lifelong learning workforce using e-learning in teaching and training, but also for customer engagement within the LAIS sector
- To ensure that lifelong learning employers plan for ICT/ILT skills needs of their workforce

Action for LLUK:

- Owing to changes in technology the development of exact specifications would not be possible. However guidelines of how to operate and maximise opportunities within this environment could be developed
- Increased work to be done in terms of scoping the ILT environment and research into current provision

Support from lifelong learning employers to:

- LLUK to work with a core group of employers and stakeholders to develop innovative methods for ensuing increased adoption of e-learning across the whole sector
- Commit to including IT/ILT skills needs in all workforce development planning

Impact and added value:

- Maximising opportunities from technology will ensure a workforce that is equipped for technological change and can readily adapt
- Ensure enhanced quality of learning delivery that makes best use of opportunities presented by ICT/ILT
- An enhanced experience for all learners

6. DEVELOPING THE SSA WITH EMPLOYERS AND STAKEHOLDERS/PARTNERS IN SCOTLAND

All proposed solutions for Scotland are underpinned by reference to:

- Scottish Executive *Framework for Economic Development in Scotland* (2004)
- Scottish Executive *Life through Learning: Learning through Life* (2003) and Strategy Updates
- Scottish Executive: *Workforce Plus: an Employability Framework for Scotland* (2006)
- Scottish Executive: *A Smart Successful Scotland* (2001) and *A Smart Successful Highlands and Islands* (2005)
- Scottish Executive: *More Choices, More Chances* (2006)

Ongoing developments which will also inform the solutions include:

- The Review of Scotland's Colleges
- The Scottish Skills Strategy
- The Lifelong Learning Strategy Discussion

'Professionalising' the lifelong learning workforce			
Key Strategic Activities	Lead Partners/ Stakeholders	Work with our employers	Mapping to Skills Policies
<ul style="list-style-type: none"> • Develop work on Sector Qualifications strategy • Review of NOS consultation process • Map existing standards e.g. Professional standards for Lecturers in Scotland's Colleges; National Professional Standards Framework for Teaching and Supporting Learning in Higher Education. • Work with the Interim Standards Council for CLD which includes CeVe 	Careers Scotland Community Education Validation and Endorsement (CeVe) Communities Scotland Educational Institute of Scotland (EIS) Highland and Islands Enterprise (HIE) learndirect scotland Scottish Enterprise Scottish Further Education Unit SFC SSDA and the SfBn STUC	<p>In order to scope this work across the sector LLUK will need to work with the following employer groups in Scotland:</p> <p>Association of Scotland's Colleges (ASC) CLD Managers Scotland Highlands And Islands Community Capacity Partnership (HICCap) Learning Link Scotland National Archives of Scotland Scottish Adult Learning Partnership Scottish Library and Information Council STF Universities Scotland HEA Voluntary Organisations Chief Officers Group (VOCOG) Workers Educational Association (WEA) Youthlink Scotland</p>	<ul style="list-style-type: none"> • Scottish Executive: <i>Further Education in Scotland</i> (2005) • Scottish Executive: <i>Strengthening Standards</i> (2006) • Scottish Funding Council: <i>Higher Education in Scotland</i> (2004) and Update Reports • Scottish Executive: <i>A Framework for Higher Education in Scotland</i> (2003) • Scottish Executive: <i>Adult Literacy and Numeracy in Scotland</i> (2001) and Updates. • Scottish Executive: <i>Working and Learning Together to Build Stronger Communities</i> (2004) • Scottish Executive: <i>The Adult ESOL Strategy for Scotland</i> (2007) • Scottish Executive: <i>Moving Forward: A Strategy for Improving People's Chances Through Youth Work</i> (2007)

Exploration of current CPD models and subsequent development of an integrated CPD framework and model for the lifelong learning sector if appropriate.			
Key Strategic Activities	Lead Partners/ Stakeholders	Work with our employers	Mapping to Skills Policies
<ul style="list-style-type: none"> Consider and map current best practice examples e.g. SFEU CPD toolkit, SFC professional updating programme, Adult Literacies Online Explore possibility of extending the Experience Counts Staff Development Officer toolkit project to other parts of the sector Look at the final outcomes and recommendations of the RoSCo SLALE group Monitor and contribute to the work of the CLD Standards Council Review provision through CILIPS Review leadership and management frameworks 	Careers Scotland CeVe Communities Scotland EIS HIE learndirect scotland Scottish Enterprise Scottish Further Education Unit SQA SFC SSDA and the SfBn STUC	In order to scope this work across the sector LLUK will need to work with the following employer groups in Scotland: ASC CLD Managers Scotland HICCap Learning Link Scotland National Archives of Scotland Scottish Adult Learning Partnership Scottish Library and Information Council STF Universities Scotland HEA VOCOg WEA Youthlink Scotland	<ul style="list-style-type: none"> Scottish Funding Council: <i>Learning to Improve</i> (2005) Scottish Executive: <i>Strengthening Standards</i> (2006) Scottish Executive: <i>Professional Standards for Lecturers in Scotland's Colleges</i> (2006) HM Inspectorate of Education: <i>How Good is our Community Learning and Development</i> (2004) Scottish Executive: <i>The Adult ESOL Strategy for Scotland</i> (2007) Scottish Executive: <i>Moving Forward: A Strategy for Improving People's Chances Through Youth Work</i> (2007)

Explore and develop 'Skills for Learning Professionals'			
Key Strategic Activities	Lead Partners/ Stakeholders	Work with our employers	Mapping to Skills Policies
<ul style="list-style-type: none"> Map current standards/qualifications/training in Scotland to map existing provision for customer engagement/ ILT/ learner support/ partnership working Map against the SFC performance measures Map quality assurance mechanisms already in place 	CeVe Communities Scotland EIS HIE learndirect scotland Scottish Enterprise Scottish Further Education Unit SFC SQA SSDA and the SfBn STUC	In order to scope this work across the sector LLUK will need to work with the following employer groups in Scotland: ASC CLD Managers Scotland HICCap Learning Link Scotland National Archives of Scotland Scottish Adult Learning Partnership Scottish Library and Information Council STF Universities Scotland HEA VOCOG WEA Youthlink Scotland	<ul style="list-style-type: none"> Scottish Executive: <i>Adult Literacy and Numeracy in Scotland</i> (2001) and Updates. Scottish Executive: <i>Strengthening Standards</i> (2006) Scottish Executive: <i>Working and Learning Together to Build Stronger Communities</i> (2004) Scottish Executive: <i>The Adult ESOL Strategy for Scotland</i> (2007) Scottish Executive: <i>Moving Forward: A Strategy for Improving People's Chances Through Youth Work</i> (2007) Scottish Executive: <i>Further Education in Scotland</i> (2005) Scottish Funding Council: <i>Higher Education in Scotland</i> (2004) and Update Reports Scottish Executive: <i>A Framework for Higher Education in Scotland</i> (2003)

Develop collaborative working across the lifelong learning sector to recognise and disseminate good practice			
Key Strategic Activities	Lead Partners/ Stakeholders	Work with our employers	Mapping to Skills Policies
<ul style="list-style-type: none"> Review existing good practice mechanisms and case studies Look at information in HMIE reports Map against the SFC performance measures Investigate outcomes of Community Learning Partnerships 	Careers Scotland CeVe Communities Scotland EIS HIE learndirect scotland Scottish Enterprise Scottish Further Education Unit SFC SSDA and the SfBn STUC	In order to scope this work across the sector LLUK will need to work with the following employer groups in Scotland: ASC CLD Managers Scotland HICCap Learning Link Scotland National Archives of Scotland Scottish Adult Learning Partnership Scottish Library and Information Council STF Universities Scotland HEA VOCOG WEA Youthlink Scotland	<ul style="list-style-type: none"> Scottish Executive: <i>Lifelong Partners</i>, both the <i>Strategy for Partnership</i> and the <i>Guide for Schools, Colleges and Local Authorities</i> (2005) Scottish Executive: <i>Strengthening Standards</i> (2006) Scottish Funding Council: <i>Learning for Life</i> (2000) Scottish Funding Council: <i>Learning for All</i> (2005) HM Inspectorate of Education: <i>Improving Scottish Education</i> (2006) Scottish Executive: <i>Managing Information across Partners</i> (2006) HM Inspectorate of Education: <i>Securing the adoption of good practice in Scotland's Colleges</i> (2006) Scottish Funding Council: <i>Learning and Innovation: helping to deliver Scotland's strategy for the future</i> (2006) Scottish Funding Council: <i>Learning and Innovation: helping to deliver Scotland's strategy for the future – measuring performance</i> (2007) HM Inspectorate of Education: <i>How Good is our Community Learning and Development</i> (2004) Scottish Executive: <i>A Curriculum for Excellence</i> (2004) Scottish Executive: <i>Draft Culture (Scotland) Bill</i> (2006)

Support lifelong learning employers in the move towards more learner-centred training opportunities			
Key Strategic Activities	Lead Partners/ Stakeholders	Work with our employers	Mapping to Skills Policies
<ul style="list-style-type: none"> • Map existing good practice and mechanisms • Map against the SFC performance measures • Look at the Quality Enhancement Framework model • Consider outcomes of the LLUK Impact Review • Look at Determined to Succeed initiative 	Careers Scotland CeVe Communities Scotland EIS HIE learndirect scotland Scottish Enterprise Scottish Further Education Unit SQA SFC SSDA and the SfBn STUC	In order to scope this work across the sector LLUK will need to work with the following employer groups in Scotland: ASC CLD Managers Scotland HICCap HEA Learning Link Scotland National Archives of Scotland Scottish Adult Learning Partnership Scottish Library and Information Council STF Universities Scotland VOCOg WEA Youthlink Scotland	<ul style="list-style-type: none"> • Scottish Funding Council: <i>Supply and Demand of Further Education in Scotland</i> (2005) • Scottish Funding Council: <i>Learning for Life</i> (2000) • Scottish Funding Council: <i>The Pattern of Subject Provision in Scotland's Colleges and Higher Education Institutions</i> (2007) • Scottish Funding Council: <i>Learning and Innovation: helping to deliver Scotland's strategy for the future</i> (2006) • Scottish Funding Council: <i>Learning and Innovation: helping to deliver Scotland's strategy for the future – measuring performance</i> (2007) • Scottish Executive: <i>Professional Standards for Lecturers in Scotland's Colleges</i> (2006) • Scottish Executive: <i>Strengthening Standards</i> (2006) • HEA: <i>National Professional Standards Framework for Teaching and Supporting Learning in Higher Education</i> (2006) • Scottish Executive: <i>A Curriculum for Excellence</i> (2004) • Scottish Executive: <i>All Our Futures: Planning for a Scotland with an Ageing Population</i> (2007) • Scottish Executive: <i>Draft Culture (Scotland) Bill</i> (2006) • Scottish Executive: <i>Delivering Work Based Learning</i> (2002)

Develop sector wide career pathways			
Key Strategic Activities	Lead Partners/ Stakeholders	Work with our employers	Mapping to Skills Policies
<ul style="list-style-type: none"> look at Modern Apprenticeship career path structure Review current ITALL provision Map existing and developing NOS e.g. learning and development, LAIS, Youth Work, learning support practitioners Map career planning support 	Careers Scotland CeVe Communities Scotland EIS HIE learndirect scotland Scottish Enterprise Scottish Further Education Unit SQA SFC SSDA and the SfBn STUC	In order to scope this work across the sector LLUK will need to work with the following employer groups in Scotland: ASC CLD Managers Scotland HICCap HEA Learning Link Scotland National Archives of Scotland Scottish Adult Learning Partnership Scottish Library and Information Council STF Universities Scotland	<ul style="list-style-type: none"> Scottish Executive: <i>Professional Standards for Lecturers in Scotland's Colleges</i> (2006) Scottish Funding Council: <i>Supply and Demand of Further Education in Scotland</i> (2005) HEA: <i>National Professional Standards Framework for Teaching and Supporting Learning in Higher Education</i> (2006) Scottish Executive: <i>Delivering Work Based Learning</i> (2002)

Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the lifelong learning sector			
Key Strategic Activities	Lead Partners/ Stakeholders	Work with our Employers	Mapping to Skills Policies
<ul style="list-style-type: none"> Look at existing materials which have been developed for other sectors Map where specific subject shortages exist and are likely to arise Consider outcomes of the LLUK Impact Review 	Careers Scotland CeVe Communities Scotland EIS HIE learndirect scotland Scottish Enterprise Scottish Further Education Unit SQA SFC SSDA and the SfBn STUC	In order to scope this work across the sector LLUK will need to work with the following employer groups in Scotland: ASC CLD Managers Scotland HICCap HEA Learning Link Scotland National Archives of Scotland Scottish Adult Learning Partnership Scottish Library and Information Council STF Universities Scotland	<ul style="list-style-type: none"> Scottish Executive: <i>Evaluation of Information Advice and Guidance: Perceptions of Learners, Potential Learners and Intermediary Groups</i> (2007) Scottish Executive: <i>Professional Standards for Lecturers in Scotland's Colleges</i> (2006) Scottish Funding Council: <i>The Pattern of Subject Provision in Scotland's Colleges and Higher Education Institutions</i> (2007)

Recruitment programmes			
Key Strategic Activities	Lead Partners/ Stakeholders	Work with our employers	Mapping to Skills Policies
<ul style="list-style-type: none"> Map where specific subject shortages exist and are likely to arise Consider outcomes of the LLUK Impact Review 	Careers Scotland CeVe Communities Scotland EIS HIE learndirect scotland Scottish Enterprise Scottish Further Education Unit SQA SFC SSDA and the SfBn STUC	In order to scope this work across the sector LLUK will need to work with the following employer groups in Scotland: ASC CLD Managers Scotland HICCap HEA Learning Link Scotland National Archives of Scotland Scottish Adult Learning Partnership Scottish Library and Information Council STF Universities Scotland	<ul style="list-style-type: none"> Scottish Funding Council: <i>The Pattern of Subject Provision in Scotland's Colleges and Higher Education Institutions</i> (2007) Scottish Executive: <i>All Our Futures: Planning for a Scotland with an Ageing Population</i> (2007) Scottish Executive: <i>Delivering Work Based Learning</i> (2002)

Develop a UK wide Leadership and Management strategy for the lifelong learning sector – work with partners to build a framework of leadership & management training programmes for the sector

Key Strategic Activities	Lead Partners/ Stakeholders	Work with our employers	Mapping to Skills Policies
<ul style="list-style-type: none"> • Further consultation on draft L&M NOS in Scotland • Map existing L&M training provision e.g. SFEU, LFHE • Map work done across the SfBn on L&M • Map other related existing and developing NOS e.g. learning and development, LAIS, Youth Work, learning support practitioners 	CeVe Communities Scotland EIS Future Skills Scotland HIE learndirect scotland Scottish Enterprise Scottish Further Education Unit SQA SFC SSDA and the SfBn STUC	In order to scope this work across the sector LLUK will need to work with the following employer groups in Scotland: ASC CLD Managers Scotland HICCap HEA Learning Link Scotland National Archives of Scotland Scottish Adult Learning Partnership Scottish Library and Information Council STF Universities Scotland VOCO WEA Youthlink Scotland	<ul style="list-style-type: none"> • Scottish Executive: <i>Professional Standards for Lecturers in Scotland's Colleges</i> (2006) • Scottish Executive: <i>Strengthening Standards</i> (2006) • Scottish Funding Council: <i>Learning and Innovation: helping to deliver Scotland's strategy for the future</i> (2006) • HEA: <i>National Professional Standards Framework for Teaching and Supporting Learning in Higher Education</i> (2006) • Scottish Executive: <i>Draft Culture (Scotland) Bill</i> (2006)

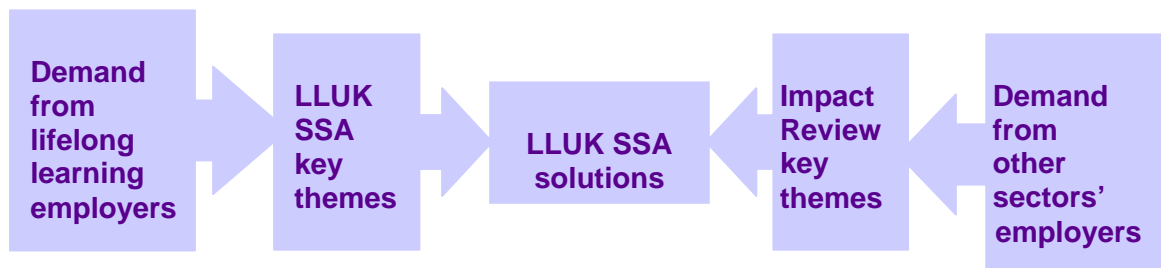
Develop the business case and resources to support the use of technology in the sector, particularly relating to information learning technology			
Key Strategic Activities	Lead Partners/ Stakeholders	Work with our employers	Mapping to Skills Policies
<ul style="list-style-type: none"> Map current training provision for ILT Gather best practice examples on use of ILT in Scotland Look use of ILT in remote areas of Scotland 	Communities Scotland EIS HIE Scottish Enterprise Scottish Further Education Unit SFC SQA SSDA and the SfBn STUC	In order to scope this work across the sector LLUK will need to work with the following employer groups in Scotland: ASC CLD Managers Scotland HICCap Learning Link Scotland National Archives of Scotland Scottish Adult Learning Partnership Scottish Library and Information Council STF SFEU Universities Scotland HEA	<ul style="list-style-type: none"> Scottish Funding Council: <i>E-Learning Report</i> (2003) Scottish Funding Council: <i>The Pattern of Subject Provision in Scotland's Colleges and Higher Education Institutions</i> (2007) Scottish Executive: <i>Evaluation of the Innovations in ICT and Literacies Programme</i> (2007)

7. WHAT IS THE IMPACT REVIEW?

LLUK occupies a unique position within the SfBn, representing both the supply and demand side of skills delivery. There is therefore an additional strand of activity which LLUK has been developing in parallel with the SSA work from Stage 3 onwards. This area of work concentrates on the reviewing of the other 24 Sector Skills Councils' SSAs to understand their potential impact on future workforce planning and implications for the lifelong learning sector workforce across the UK. The Impact Review is being carried out by researching and analysing the Sector Skills Agreements of the other 24 SSCs in the network and identifying potential ways in which the SfBn can collaborate across workforce development activities to ensure quality of learning delivery for all.

Work on the Impact Review began in November 2006 and will run until March 2008, in line with predicted publication timescales for all SSAs. Initial analysis, carried out between January and March 2007 focused largely on the Tranche 1 & 2 SSCs and SSA final reports, where available. Further research will be undertaken as the final tranche of SSAs are published.

7.1 How the Impact Review connects to the LLUK SSA



One of the key aims of the SSAs across the SfBn is to enable employers to influence supply side delivery. This means that many SSA actions are likely to have an impact on the lifelong learning workforce, either directly or indirectly. The diagram above demonstrates how the Impact Review now connects to LLUK's SSA. The Impact Review will ensure that Stage 3 solutions identified through our SSA also take into consideration the wider SSA solutions which are being developed from a demand side perspective across the SfBn.

7.2 Overview of Key SSA Themes

Work carried out on the Impact Review has identified a series of themes which are emerging in common across SSAs analysed to date. The themes are described in more detail below with direct examples of potential SSA solutions. These initial themes are identified at a UK level. Further work is planned by LLUK to gather wider intelligence in terms of potential impact at both a national and an England regional level through work with the SfBn forums which currently exist.

Themes identified to date are:

- Continuing Professional Development (CPD) for teachers and lecturers
- New qualifications
- New forms of delivery
- Capacity building within the lifelong learning sector to cater for increased demand
- Capacity building within the lifelong learning sector to ensure quality of delivery

7.3 Continuing Professional Development

Overview of theme

CPD for the lifelong learning workforce involves the introduction of tools and approaches that support industry-relevant and up-to-date provision. These SSA actions are distinguished from the wider priorities of making provision more 'fit for purpose' by suggesting either a mechanism or process for knowledge transfer, by which teachers and tutors can ensure that their skills base continues to reflect industry practice.

The potential impact on the lifelong learning workforce

The implications of these CPD-related actions for the lifelong learning workforce are relatively clear, even if the detail on the actions varies across SSAs. The most tangible is the e-Skills passport, as it is a direct tool for 'upskilling' the lifelong learning workforce. It has widespread applicability – both sectorally and geographically – and therefore could be an important part of workforce development. The drive to establish this has been based primarily on the links with the Learning and Skills Council (LSC) in England but may be of relevance in Scotland.

7.4 New qualifications and areas of learning

Overview of the theme

SSC development work on new qualifications and provision is apparent across a range of levels and types of qualifications:

- Specialised diplomas
- Apprenticeships and modern apprenticeships
- HE qualifications (foundation degrees outwith Scotland; degrees; post-graduate qualifications).

There is also a separate series of actions under which SSCs are looking to develop new courses to address gaps in vocational provision.

The potential impact on the lifelong learning workforce

There is a lot of activity within the SSAs relating to the development of new qualifications and areas of learning. SSCs are generally looking to collaborate with colleges, providers and universities as part of the development process.

7.5 New forms of delivery

Overview of the theme

This theme relates to both new institutions and new approaches to delivering learning. More broadly, there are numerous references to the development of credit-based and bite-sized learning, as well as the flexible delivery of courses and qualifications.

The potential impact on the lifelong learning workforce

New forms of delivery will arguably have a greater long-term impact on the lifelong learning workforce and sector than new qualifications. The common messages from the SSAs are of a 'step change' in how provision is organised, managed and delivered. There is evidence of ambitious plans across some SSAs, however information currently available does not allow LLUK to obtain a complete and accurate picture of the extent of this demand.

Qualifications reform is likely to have a medium- to long-term impact.

The potential impact of flexible learning should not be under-estimated. LLUK's own gap analysis papers as part of Stage 3 consultation activities identifies skills issues around meeting the needs of wide range of learners through the widening participation agenda, of which flexibility in delivery is an important component. Diversity is discussed in detail by a number of the SSCs, including Construction Skills, SEMTA and Skills for Logistics.

7.6 Capacity building to cater for increased demand

Overview of the theme

This theme relates to an anticipated increase in the volume of learners in relation to specific occupations or vocational areas. It focuses on workforce planning and the notion that an increased demand for learning will impact on the supply – most notably in terms of the volume of provision that is available. Unlike many of the other themes, it therefore has an implied geographical dimension.

The potential impact on the lifelong learning workforce

Capacity building to cater for increased demand (in terms of numbers of learners) is implicit within some SSA actions, but rarely is it directly addressed or evidenced. Direct workforce planning is only apparent in a small number of examples. What is more evident in the SSAs is the wider case being made for a potential future increase in the number of learners to reflect sector trends (e.g. new technology).

7.7 Capacity building to ensure quality of delivery

Overview of the theme

This theme relates to a range of activities to improve the quality of provision, especially in terms of ensuring it is industry-relevant and fit for purpose. There may be an identified need for 'skills updating' among parts of the lifelong learning workforce. Fundamentally, though, in SSA terms there tends to be a focus on promoting links between industry and the lifelong learning sector. The theme shares similarities to those activities targeting CPD for the lifelong learning workforce.

The potential impact on the lifelong learning workforce

Activities to improve the quality of provision will, almost by definition, impact on the lifelong learning workforce. The difficulty is that improvements to the quality of provision tend to be broadly-defined in the context of the SSA. There are fairly common assertions along the following lines: 'provision does not meet employer needs' or 'provision needs to be better aligned with industry need'.

There are clear links with some of the themes which have been identified through the Impact Review to the solutions that LLUK has developed as part of Stage 3 of the Sector Skills Agreement; these links are detailed further in section 5 of this report.

The next phases of the LLUK SSA will explore the linkages between the solutions and the demands on the lifelong learning sector including the recognition by the sector of its own CPD needs combined with any potential gaps revealed by the Impact Review. LLUK will also be working with the SfBn forum members in Scotland to continue to develop a more accurate picture relating to potential demands which will be placed on the lifelong learning workforce from other industry sectors.

GLOSSARY

ASC	Association of Scotlands Colleges
CeVe	Community Education Validation and Endorsement
CILIP	Chartered Institute of Library and Information Professionals
CLD	Community Learning & Development
CPD	Continuing Professional Development
EIS	Educational Institute of Scotland
ENTO	Employment National Training Organisation
ESF	European Social Fund
ESOL	English for speakers of other languages
EU	European Union
FE	Further Education
FENTO	Further Education National Training Organisation
FPE	Full Person Equivalent
FTE	Full Time Equivalent
HE	Higher Education
HEA	Higher Education Academy
HEaTED	Higher Education and Technicians Educational Development
HEI	Higher Education Institution
HESDA	Higher Education Staff Development Agency
HESA	Higher Education Statistics Agency
HICcap	Highlands and Islands Community
HIE	Highlands and Islands Enterprise
IA	Information and Advice Service
IAG	Information Advice and Guidance
ICT	Information and Communications Technology
ILT	Information Learning Technology
isNTO	Information Services National Training Organisation
LAIS	Libraries, archives and information services
LSC	Learning and Skills Council
LFS	Labour Force Survey
LLUK	Lifelong Learning UK
NEET	Not in Employment, Education or Training
NOS	National Occupational Standards
NQF	National Qualifications Framework
NTO	National Training Organisation
NVQ	National Vocational Qualification
OU	Open University
PAULO	National Training Organisation for Community Based Learning and Development
PDA	Professional Development Award
PDF	Professional Development Forum

PSA	Public Service Agreement
QAA	Quality Assurance Agency
ROSCO	Review of Scotland's Colleges
ScoPE	Scotlands Colleges Professional Enhancement
SCURL	Scottish Confederation of University and Research Libraries
SCQF	Scottish Credit and Qualifications Framework
SCVO	Scotland Council for Voluntary Organisations
SfBN	Skills for Business Network
SFC	Scottish Funding Council
SFEU	Scottish Further Education Unit
SIR	Staff Individualised Record
SIC	Standard Industrial Classification
SLALE	Staffing Learners and Learning Environment
SLIC	Scottish Library and Information Council
SNA	Skills Needs Assessment
SNP	Scottish National Party
SNVQ	Scottish National Vocational Qualifications
SoA	Society of Archivists
SOC	Standard Occupational Classification
SQA	Scottish Qualifications Authority
SQS	Sector Qualification Strategy
SSA	Sector Skills Agreement
SSC	Sector Skills Council
SSDA	Sector Skills Development Agency
STF	Scottish Training Federation
TQFE	Teaching Qualification (Further Education)
UHIMI	University of Highlands and Island Millennium Institute
VOCOG	Voluntary Organisations Chief Officers Group
VLE	Virtual Learning Environments
WALT	Working and Learning Together to build stronger Communities
WEA	Workers Educational Association
WBL	Work Based Learning

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

Lifelong Learning UK
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