



Skills for Learning Professionals

A SECTOR SKILLS AGREEMENT FOR THE LIFELONG LEARNING SECTOR

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

WALES

JULY 2007

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skills
FOR BUSINESS

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EXECUTIVE SUMMARY

This is the Stage 3 report for Wales. 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 the 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 Wales. This Stage 3 report also details a suite of 10 solutions identified and developed through consultation work and internal Lifelong Learning UK (LLUK) mechanisms. These proposed solutions 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) process.

Future workforce characteristics and policy drivers in Wales

Strengthening social inclusion, community cohesion, economic prosperity and productivity are key themes within Government policy in Wales and across the UK. The development of skills within the population as a whole is expected to contribute to the achievement of these goals.

The Welsh Assembly Government has clear target indicators for improving the economy, social inclusion, the educational attainment of young people and improving adult skills levels. In essence, these targets are the delivery targets for the sector. In addition the sector is increasingly expected to meet the growing demands of Welsh businesses, industry and public services, to increase the skills levels of those that work and live in Wales. In addition, Wales as a relatively small nation with strong ties to the rest of the UK and Europe need to ensure that those that live and train in Wales have the skills and qualifications that are recognised across the UK and further a field.

As the lifelong learning sector is largely located within public services, the way in which it responds and develops is also substantially affected by the policies developed and implemented by the Welsh Assembly Government and key national partners. The success of the lifelong learning sector rests with its people. Across the sector common policy themes addressing the workforce include:

- setting standards for service delivery and professional practice
- developing capacity within the lifelong learning workforce
- developing responsive and flexible services and offering greater choice and personalisation 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.

In all the policies and reports published by the Welsh Assembly Government and its partners in the last couple of years there has been an emphasis on improving the economy, increasing social cohesion, supporting increased choice for individualism, a focus on meeting the needs of employers and increasing the efficiency of public services.

In order to achieve these aims the Welsh Assembly Government has been driving through a number of infrastructure changes alongside programmes changing how and

what children and young people learn. In conjunction with this, the skills supply is increasingly encouraged to work directly with the private sector.

To build these changes WAG recognises the need to increase skills at all levels, and to do this they know that the quality and capacity of the lifelong learning system must be improved. This is embedded as a key action within Learning Country: Vision into Action (2007) as well as in the specific policies addressing youth service, parenting, libraries, work-based learning and the wider FE system. LLUK will be working with the relevant departments of the Welsh Assembly Government to support these ambitions.

To achieve the stretching ambitions WAG is laying before the sector the workforce must not only improve their traditional skills of teaching, engaging with learners and communities, and disseminating information. They must also work in complex partnerships; build closer relationships with employers and with other public and voluntary organisations. This is placing increasing emphasis on strong leadership and management skills at all levels.

The Welsh Assembly Government is to be commended for the inclusion of specific elements in almost all the recent policies that underpin the need to improve recruitment, staff training and development as a precursor to achieving increased community cohesion, social inclusion and improved economic outcomes across Wales.

Overarching themes across the lifelong learning sector

Using Stage 1 & 2 evidence, initial gap analysis papers were developed for Wales 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 this sector is responsible for the delivery 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 Further Education (FE) to the increased demand for ILT within Higher Education (HE).

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

Leadership and management skills were identified as skills needs, mainly at level 4, across all five constituencies in Wales. Common to one or more of the constituencies were skills issues around financial management, partnership working, leadership and strategic management, succession planning and project management. In addition Stage 3 consultation work in Wales identified leadership and management skills issues which are particular to individual constituencies.

- Employer Engagement

The term 'Employer Engagement' embraces the strategic management of relationships between 'supply side' institutions/providers and 'demand side' employers to support:

- Local labour market analysis (within a National and UK context) to support aligned qualification provision
- Proactive 'market development' activities to increase the number of learners engaged with learning (in line with increasing Skills Strategy targets)
- To enhance the delivery of vocational learning by establishing links for work experience opportunities for learners, and CPD opportunities for Teachers, Tutors and Trainers in their vocational specialism.

Management Skills, Business Acumen (Analytical and Entrepreneurial Skills) and Communication Skills are required to effectively engage with employers. Employer engagement is increasingly becoming an emergent issue for aspects of the FE and HE workforce. Providers of WBL emphasise that staff need specific skills in order to respond to employer needs.

- Learner engagement and customer care

A number of issues have resulted in a demand for skills related to learner engagement and customer care across the whole of the lifelong learning sector. These include; diversification of the learner base catalysed by the widening participation agenda, migration and the expansion of vocational provision for school pupils. This has resulted in the demand for engaging with people in a learning context, working with others to identify their needs, aspirations and goals and supporting others who choose to participate in the learning and development opportunities. Within FE, the expansion of vocational provision for school pupils will require teaching staff to develop new teaching skills and also have a better understanding of the increasing numbers of young people they teach and the ability to teach through the medium of Welsh and general communication skills. Widening participation within HE means that staff in HEIs will need enhanced learner engagement skills to meet the needs of an increasingly diverse learner population. Within Libraries Archives and Information Services (LAIS) these skills needs are related to customer care in order to provide support and guidance to users.

- Multi-agency/ partnership working

Various policy agendas have created a need for skills relating to multi agency and partnership working in Wales, including the changing roles of organisations and the merging of boundaries between sectors. In CLD for example, the close relationships between local authorities and the voluntary sector or between health and social services working with parents, has resulted in a demand for new sets of partnership skills, including operating to different working styles in the various agencies as well as influencing and advocacy.

- 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.

- ICT

Skills related to ICT are a requirement for some parts of the lifelong learning sector, in particular within the LAIS constituency. Technological change has brought with it higher expectations on the part of many users of information services as they anticipate that the latest and most complex technology will be available and used to deliver services.

These themes are explored further in Section 4 of this report in terms of understanding the wider implications of the skills issues across the lifelong learning sector.

Proposed Solutions and actions

LLUK initially focused the Stage3 consultation work on developing an accurate picture relating to skills issues for each constituency in Wales. 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 Wales through consultation with key employer groups and refined to ensure strategic fit in Wales. The proposed solutions LLUK will be taking forward to Stages 4 & 5 of the SSA are:

- Explore the options for 'professionalising' all parts of the lifelong learning workforce** - In the Lifelong Learning Sector the term 'Professionalising' has a variety of different meanings in different areas of the sector. In some areas it means the attainment of a professional qualification, in others it means behaving in a professional way, and in accordance with certain values. LLUK will initially work with the sector to explore the concept of 'professional standing' across the lifelong learning sector workforce – what does this mean and for which areas of the sector could this approach potentially support individual progression and recruitment difficulties. This work will be inclusive of the needs of employers and their employees/volunteers, whether full time or part time.

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. This also encompasses teaching roles in libraries, archives and information services.

- Development of an integrated C&PD 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 Continued Professional Development (CPD) framework. Whilst CPD schemes already exist for some roles in some constituencies, e.g. LAIS; and a mix of both formal (contractual) and informal arrangements exist in other constituencies there is not a recognised CPD framework for all learning professionals. The general direction of travel in Wales is to break down the barriers between the schools sector and the lifelong learning sector, to enable the 14-19 curriculum to be effectively delivered by a variety of practitioners, in a variety of settings. In support of the developing the 'professionalisation' agenda, LLUK will need to draw together best practice from established CPD projects, models and frameworks in use across other parts of the sector as well, including HE, non-teaching staff LAIS, and Schools. LLUK acknowledges that this activity should not duplicate existing good practice but aims to focus on working with partners to explore options for the development of CPD frameworks and build a definition of what a CPD definition, strategy and framework could look like for the sector. There is currently no clear consensus about what CPD means across the constituent parts of the lifelong learning sector.

- **Develop a ‘skills for learning professionals’ qualifications framework – LLUK proposes the** development of 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 & 5 consultation 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** – This solution looks at developing improved partnerships across constituencies and possibly nations, building on and disseminating good practice already in existence. This work in Wales would also review the recommendations from the Furlong Report (2006) to see if the recommendations for the reconfiguration of Initial Teacher Training provision for schools impacts upon the learning and skills sector. Feedback from Stage 3 consultations has suggested that due to the size of the lifelong learning sector in Wales this work may well also include the possible development of standards and benchmarking for driving up levels of excellence within the lifelong learning sector there.
- **Support lifelong learning employers in the move towards demand led learning and training opportunities** – There is currently a focus in Wales on successful demand/ supply side engagement to ensure that available provision and support is driven by what industry demands, the economy demands, communities demand and what citizens demand. LLUK can support the workforce to respond to this challenge effectively and improve links with industry and engagement levels in some parts of the sector.
- **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. In this solution, the term ‘career’ is used to describe the variety of roles that an individual will undertake during their working life. The roles may be both paid/voluntary and full time/part time. The pathway may include upward/downward/sideways progression (in terms of complexity of role), with choices being driven by individual circumstance. The aim of this solution is to enable individuals and employers to recognise the transferable nature of skills across the lifelong learning sector, thus supporting informed choice and maximising options for both the individual and the employer. 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 Careers Wales, HEI Careers service and other IAG services to support entry, CPD and labour market mobility within the sector. Profiling the sector as a profession is another important dimension of the sector ‘professionalisation’ agenda
- **Develop a knowledge bank for IAG professionals and others to support new entrants and existing staff in the lifelong learning sector** – Stage 3 consultation work in Wales has identified a lack of strategic careers guidance for the lifelong learning sector that is affecting entry to the sector and movement within it. It is critical that LLUK works with the sector and its partners to develop a knowledge bank of support for IAG professionals in order to support the attraction of new entrants. LLUK should also explore the role of the LLUK Information and Advice (IA) service acting as the hub for this information, to facilitate and enable the delivery of IAG through nation specific IAG services and across the UK.

- **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. Across the lifelong learning sector in Wales there is a demand for a wide range of recruitment programmes to profile each constituency within the sector as a career choice. This solution should increase profile and sector image and develop more opportunities for new entrants into the sector from more diverse backgrounds in Wales.
- **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 3 nations, in Wales 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 ICT and 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 Wales

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 Wales. 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 will also be continuing to develop a greater understanding of the skills issues across the Community Learning and Development (CLD) part of the sector and working with employers and partners representative of the seven strands of the CLD workforce to develop the solutions accordingly.

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.

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) process.

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 Wales. Together, the 25 SSCs make up the majority of the Skills for Business network (SfBn), 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 (Higher Education) and National Occupational Standards (NOS).

The lifelong learning sector in Wales brings together all provision that delivers or supports learning and knowledge management for young people over 14 and adults.

In January 2005 LLUK took over 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:

- **community learning and development (CLD)** – covering community based adult learning and community development activity and including development education, youth work, family learning and working with parents
- **further education (FE)** – embracing FE colleges and specialist institutions
- **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.

1.1.1 Community learning and development (CLD)

Community learning and development represents mainly 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 in the sector 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 comprises seven discrete strands:

- **Community based adult learning** - this is sometimes referred to as Adult and Community Learning. This involves young adults through to older people and takes a range of contexts from community centres primarily focused on adult learning, to social services settings, regeneration projects and the work place.
- **Community development** – relates to community development activity, which does not have individual learning as its focus, pertaining to activities such as campaigning, building community capacity and empowering communities to take charge of their own development.
- **Community education** – encompasses the lifelong range of learning needs with a close integration in approach between work with adults, young people and children, and in providing educational support with community development. Its emphasis is upon the provision of community based learning and development support for individuals and groups based around identified needs and issues.
- **Development education** – explores the links between people living in the ‘developed’ countries of the North with those of the ‘developing’ South, enabling people to understand the links between their own lives and those of people throughout the world.
- **Family learning** – the workforce that concentrates on community based training activity for the family unit, supporting the family to learn as a whole.
- **Working with parents** – the workforce that trains those who work with parents specifically, both to support and enhance the development of parenting skills. As well as working directly with parents themselves, such workers may, for example, provide training support to health visitors, family court judges and other professionals who operate in a family support role.
- **Youth work** – the workforce designated as working with young people with a focus on their personal and social development, and the promotion of their inclusion, voice and influence. Youth workers work with young people individually and in groups in a variety of settings: youth centres and youth clubs; detached (street-based) projects; information, advice & counselling centres; and in partnership with schools, Youth Offending Teams and other children and young people’s services. Youth work includes local authority and voluntary provision, for example, the Scouting and Guiding associations and small voluntary youth groups.

1.1.2 Further education (FE)

The FE System in Wales brings together all provision (outside but in partnership with schools) for post-14 education, learning and training. This includes that offered through colleges, community based provision, work-based learning and increasingly libraries, archives and information services. This includes informal, non-formal and formal learning which supports studying undertaken in all other aspects of the lifelong learning sector and their role in increasing community based access to learning and providing information, advice and guidance services.

The purpose of the FE System in Wales is to support learners throughout their lives, to have the knowledge and skills to enable them to:

- enter employment
- remain in and progress within employment
- be intelligent consumers
- be informed, discerning and contributing individuals, parents and citizens.

The FE system includes the 14 – 19 pathways, adult education for those entering or returning to employment, training and development for those in or progressing through employment and learning for personal growth. This also encompasses community based adult learning, community education and development education as well as work-based learning.

Funding for the constituency is provided from statutory sources and fee income, although many colleges have developed training activities which either fully recover outlay costs or deliver profits. The key funding for the FE sector in Wales comes via the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills. Colleges may also source funding from Welsh Assembly Government, private and public sector employers and from the European Social Fund.

1.1.3 Higher education (HE)

Funded by the Higher Education Funding Council Wales (HEFCW), the higher education constituency in Wales comprises all publicly funded HE institutions. This includes universities and the Open University. The constituency includes universities and university colleges, ranging in size from over 30,000 to less than 1,000 students, with a wide variety of missions, subject mix and histories. They are self-governing and independent institutions and are major 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 Wales 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, the main public sector stakeholder in the sector in Wales is CyMAL: Museums Archives and Libraries Wales, which is a division of Welsh Assembly Government.

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 a significant amount 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 college 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.

Employers in the sector range from large UK 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. Currently, funding for a large part of this constituency is provided from statutory sources. The key funding for the WBL constituency in Wales, as for the FE constituency, is provided by DELLS. WBL providers also source funding through private and public sector employers and from the European Social Fund.

1.2 The SSA process

The Sector Skills Development Agency (SSDA) has developed the 'SSA process' in order to ensure that organisations, both public and private, 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.

In addition, because LLUK's central role is to 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 Wales. 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. 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 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 Sector Skills Agreement in Wales and also in the context of the UK wide approach.

2.1 The gap analysis phase

The gap analysis phase of the SSA analyses the skills issues (raised in Stage 1) and the availability of training (identified in Stage 2) with the objective of identifying any gaps 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 Wales.

2.1.1 Analysing the Stage 1 evidence

The first stage in the gap analysis process was to review all the information from the Skills Needs Assessment (SNA or Stage 1) in order to identify the priority skills issues for each constituency in Wales. Skills needs had been identified through a variety of sources including:

- scenario planning workshops to identify and review likely future skill requirements
- employer and stakeholder interviews
- LLUK employer survey
- labour market information on the LLUK workforce
- key 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 issues that were emerging as a result of recent policy changes and/or demographic or other key drivers. This involved keeping abreast of all new policy changes that had occurred since the completion of the SNA.

During this phase, LLUK researchers 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 Continuing Professional Development (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. Barriers considered included; a lack of available training in a particular area 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 based on SSDA guidance, the template used 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 Wales for comment. Feedback from the internal consultation was incorporated into the papers which were then used as the basis for starting to carry out consultation with employers and stakeholders as part of the Stage 3 process.

2.2 Market testing of the skills issues

2.2.1 Market testing of the skills issues – Wales

In order to reality check the initial findings of the gap analysis work in Wales, LLUK consulted with employers and stakeholders from the Wales Country panel in each of the constituencies at the start of this process. This generated a large volume of feedback, including references to unpublished information sources, which were subsequently fed back into the papers. The gap analysis papers were then revised on the basis of this feedback and presented as five constituency papers to the full Wales panel. Panel

members were asked to provide feedback on their specific area. This information was subsequently incorporated into the papers to produce improved versions of the documents. Employers therefore worked with LLUK to ensure the portrayal of an accurate constituency picture at a national level.

In Wales a series of consultation meetings were then scheduled, this market testing process also utilised 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 skills issues and, towards the latter stages of this consultation activity, they were designed to identify potential solutions to address the skills issues. Participants were invited to provide feedback on the gap analysis papers and therefore to inform the development and direction of the overall Stage 3 SSA phase.

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 throughout the consultation phase 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 papers were developed based on the cumulative feedback gained throughout the Stage 3 market testing period for Wales and are available in Annexes C-F. (LLUK is working with partners to finalise the Stage 3 HE paper and is not included within this report)

A list of key employer groups and stakeholders consulted as part of this process in Wales can be found in Annex G. This list also includes Wales members of LLUK employer and stakeholder panels.

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

To assess UK wide perceptions and feedback 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 working groups where consultation work was carried out included the UK HE panel, the UK LAIS panels and the UK CLD panel.

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 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 and management

- employer engagement (engaging with industry)
- learner engagement and customer care
- multi-agency/ partnership working
- recruitment and 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, the skills issues identified as part of the gap analysis work could 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 been produced by LLUK which link all of the Stage1, Stage2 and Stage 3 consultation feedback to the overarching themes; these can be found in Annex J.

2.4 Identifying and developing SSA solutions

2.4.1 Developing strategic fit with the nations

As section 2.2 of this report explains, 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 to the skills issues were identified by the consultation attendees. A detailed analysis of all of the feedback gained was carried out in order to bring together this feedback to inform the development of potential solutions.

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 in each nation to ensure strategic fit.

In Wales LLUK has worked with Country panel members to carry out initial consultation based around the solutions. 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 Northern Ireland are explored in more detail in Section 5 of this report.

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

National and Government policy plays a considerable role in influencing the future development and the demand for skills within the lifelong learning workforce in a variety of areas. Building on the SNA report in Stage 1 of the SSA, this section of the Stage 3 report seeks to update the current situation in Wales. It summarises the main policy drivers at work in Wales that impact on lifelong learning, and hence on the workforce that delivers learning, education, skills and information services.

3.1 Summary

Strengthening social inclusion, community cohesion, economic prosperity and productivity are key themes within Government policy in Wales and across the UK. The development of skills within the population as a whole is expected to contribute to the achievement of these goals.

The Welsh Assembly Government has clear target indicators for improving the economy, social inclusion, the educational attainment of young people and improving adult skills levels. In essence, these targets are the delivery targets for the sector. In addition the sector is increasingly expected to meet the growing demands of Welsh businesses, industry and public services, to increase the skills levels of those that work and live in Wales. In addition, Wales as a relatively small nation with strong ties to the rest of the UK and Europe need to ensure that those that live and train in Wales have the skills and qualifications that are recognised across the UK and further afield.

"...we plan to move towards a professional development framework for the whole teaching and learning workforce in Wales...I want to work closely with LLUK in taking this agenda forward."

(Jane Davidson, Education and Lifelong Learning Minister, Wales, 2006)

As the lifelong learning sector is largely located within public services, the way in which it responds and develops is also substantially affected by the policies developed and implemented by the Welsh Assembly Government and key national partners. The success of the lifelong learning sector rests with its people. Across the sector common policy themes addressing the workforce include:

- setting standards for service delivery and professional practice
- developing capacity within the lifelong learning workforce
- developing responsive and flexible services and offering greater choice and personalisation 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.

3.1.1 Key policy drivers of education, skills and lifelong learning in Wales

In 2005 the Welsh Assembly Government brought most of the associated services supporting education and skills, including funding and inspection, within the assembly itself. The goal here (in keeping with Wales: A Better Country (WAG, 2003) and later

reflected in the Beecham Report: Beyond Boundaries, review of local service delivery (WAG, 2006) is to improve partnership working and coherence across shared agendas. Wales: A Better Country (2003) sets out the agenda for the Welsh Assembly, with a vision for a sustainable future for Wales where actions for social, economic and environmental improvement work together to create positive change. This emphasis on integrated activity to support sustainable development, social inclusion, and equality of opportunity runs through all of Wales' policies and programmes.

The four priorities that underpin all work supported by the Welsh Assembly includes:

- helping more people into jobs
- improving health
- developing strong and safe communities
- creating better jobs and skills.

In Wales: A Vibrant Economy (2005), WAG builds on these themes whilst focusing on increasing sustainable economic prosperity. This strategy document identifies Wales' core strengths as including an increasingly skilled, innovative and entrepreneurial workforce and strong communities (p5).

People, Places, Futures: The Wales Spatial Plan (2004) outlines how the Welsh Assembly Government will work with its partners and agents to develop policy in ways which take account of the different challenges and opportunities in the different parts of Wales (p4). It looks to support cross-boundary working whilst at the same time ensuring the Welsh infrastructure has the right investment to achieve the Assembly Government's aims.

The Skills and Employment Action Plan for Wales (2005) builds on the vision and key areas outlined in "A Better Country", and aspires to "*promote a diverse, competitive, high value-added economy, with high quality skills and education, that minimizes demands on the environment*" (P7). Here it pinpoints specific skills and employment weaknesses to be addressed, including basic skills, support for business, economic inactivity, loss of low skilled jobs, moving employers (especially SMEs) up the value chain, adapting to new technologies, improving the quality of jobs, retaining graduates and key workers, ensuring everyone has the generic skills needed and ensuring enough people with Welsh language skills are available.

The Learning Country: Vision into Action (2007) is potentially one of the most inclusive and far reaching strategies encapsulating a skills supply system in Europe. It brings together in one policy the vision and goals of WAG with respect to building the capacity and quality of learning throughout life, from pre-school to universities, adult education and, by inference, other support such as libraries.

There is a distinct vision for the separate strands of the policy. For the lifelong learning sector – as covered by LLUK – these cover:

- transforming provision for 14 – 19 year olds, so that within an overall curriculum entitlement, artificial barriers are broken down to meet the demands of learning in a new century
- driving up standards of teaching and attainment in all learning settings, valuing and supporting practitioners to achieve this
- strengthening the contribution of education and training to economic development. Ensuring learning is an every-day part of working and non-working life, in which the interests of learners come first

- modernising the collaborative efforts of higher education in Wales, to widen access significantly; improve income generation; lift research activity; and exploit knowledge transfer to the benefit of the economy in Wales
- ensuring Wales is a learning country, where high quality, lifelong learning provides the skills people need to prosper in the new economy, liberates talent, extends opportunities and empowers communities.

All the work which the Assembly Government does with children and young people is guided by the UN Convention on the Rights of the Child and has been translated into seven core aims to ensure that all children and young people:

- have a flying start in life
- have a comprehensive range of education and learning opportunities
- enjoy the best possible health and freedom from abuse, victimisation and exploitation
- have access to play, leisure, sporting and cultural activities
- are listened to, treated with respect and have their race and cultural identity recognised
- have a safe home and a community which supports physical and emotional well-being
- are not disadvantaged by poverty.

National Strategic Framework for Children and Young People (2005)

Underpinning all of the activities supporting the wider lifelong learning sector – and indeed all policy across Wales - is Iath Pawb: A National Action Plan for a Bilingual Wales (2003). The aspiration here is for all aspects of life in Wales to be bilingual and, in particular, for all learners to have the option of learning through the medium of Welsh and accessing information in Welsh.

In terms of how lifelong learning is delivered – with regards to education, learning and information services, the Beecham Report: Beyond Boundaries, review of local service delivery (2006) is extremely influential. This incorporates support for multi-agency working and increasing efficiency. The report, following a year long review of all public services, urges a citizen-centred approach to all services, so placing the learner at the heart of further and higher education, community based and work based learning and placing the citizen and communities at the centre of planning for libraries and information services. By focusing on the end user of services- whether a young person, adult in work or out of work, an employer or a community – public services can become more efficient, deliver better quality services and more effectively.

All of these strategies have been developed and are delivered within the context of the Lisbon Agenda, whose purpose it is to make the EU “*the most competitive and dynamic knowledge-driven economy by 2010*”. This is supported by the Leitch Report (Treasury, 2006) as outlined above, which highlights the need for the UK to have a world class skills base by 2020 and the need to improve skills at all levels if we are to retain and build increased productivity and increasing social justice.

The delivery of all these policies is also framed by the Education for Sustainable Development and Global Citizenship Action Plan (WAG 2005) Wales is at the forefront of the UK nations in promoting the need for building the twin themes of global citizenship and sustainable development across all strands of learning.

The Skills and Employment Action Plan for Wales is currently being updated, due out in the autumn of 2007, and will include references to how Wales will achieve greater economic prosperity and social cohesion as outlined in the Leitch Review of Skills, and meet the wider ambitions laid out across all these policies.

3.1.2 Key policies for the lifelong learning constituencies

Higher education

Higher Education in Wales is delivered in higher education institutions such as universities, colleges and a number of outreach centres such as the Community University of the Valleys Partnership. These are mostly funded through the Higher Education Funding Council for Wales, though many HEIs look to bring in additional resources from employers, international students and other research grants¹. Higher education in Wales makes a significant contribution to the economy and knowledge base as well as having a very good history of widening participation.

Reaching Higher: Higher Education and the Learning Country (WAG, 2002) sets out the ten year strategy for higher education to sustain a learning society. The four main themes, building on an earlier Dearing report, are to:

- inspire and enable individuals to develop their capabilities to the highest potential levels throughout life, so that they grow intellectually, are well equipped for work, can contribute effectively to society and achieve fulfilment
- increase knowledge and understanding for their own sake and to foster their application to the benefit of the economy and society
- to serve the needs of an adaptable, sustainable, knowledge based economy at local, regional and national levels
- to play a major role in shaping a democratic, civilized, inclusive society².

The policy push is towards supporting partnerships and collaboration between HEIs and between them and other voluntary, public or community sector organisation. The Skills and Employment Action Plan refresh is expected to revisit and extend targets for access to higher education for all.

Further education and training system (including work based learning)

The FE System in Wales brings together all provision (outside but in partnership with schools) for post-14 education, learning and training. This includes that offered through colleges, community based provision, work-based learning and increasingly libraries, archives and information services. This includes informal, non-formal and formal learning which supports studying undertaken in all other aspects of the lifelong learning sector and their role in increasing community based access to learning and providing information, advice and guidance services.

The purpose of the FE System in Wales is to support learners throughout their lives, to have the knowledge and skills to enable them to:

- enter employment
- remain in and progress within employment

¹ <http://www.hefcw.ac.uk/>; <http://www.hew.ac.uk/downloads/facts&figurese.pdf>

² Dearing Report "Higher Education in the Learning Society" (July 1997)

- be intelligent consumers
- be informed, discerning and contributing individuals, parents and citizens.

The FE system includes the 14 – 19 pathways, adult education for those entering or returning to employment, training and development for those in or progressing through employment and learning for personal growth. This also encompasses community based adult learning, community education and development education as well as work-based learning.

14 – 19 learning pathways (2004) has a clear aspiration for 95% of young people by age 25 to be ready for high skilled employment or higher education by 2025. The transformation of the learning pathways offers young people individually tailored options encompassing both vocational and academic routes. The six key elements of the policy include:

- individual learning pathways to meet the needs of each learner
- wider choice and flexibility of programmes and ways of learning
- a Learning Core which runs from 14 – 19 wherever young people are learning
- Learning coach support
- access to personal support
- impartial careers advice and guidance.

From August 2004 work-based routes for young people and adults have been merged. This has had a particularly large impact on the numbers of MAs, with over well over half of all MA students being over 25.

The guiding policy principles within the 'Work based learning improvement plan' (WAG, 2006d) include the expectation that; work-based learning programmes provide a structured learning route for individuals (young people and adults) that is relevant to employers' needs; that there should be clear progression opportunities; and that there should be equal opportunities for individuals wishing to access WBL through the medium of Welsh, subject to available employment opportunities

The 'Work based learning improvement plan' (WAG, 2006d) aims to

- provide a broad range of competence-based skills and knowledge to enhance employability and career progression
- enable participants not in employment to acquire skills and work experience
- help provide employers with a workforce that has the skills and knowledge to compete in the global economy.

The plan envisages structured learning routes for individuals which are relevant to employers' needs, foster greater commitment from employers and individuals to on-the-job learning, and enable candidates to acquire portable skills in order to sustain employment. Recommendations included in the plan signal major changes in the organisation of WBL in Wales. They include:

- setting objectives for the WBL system
- extending provision to entry level
- increasing employer engagement and improving matching with candidates

- strengthening candidate selection procedures and reviewing the financial support offered to them
- a marketing campaign to promote apprenticeships.

The plan recognises the need for staff development in order to implement these recommendations, noting the fragmented nature of the current WBL provider network and shortages in skilled trainers and assessors. It suggests the creation of specialist centres or lead providers, to pool talent and avoid duplication of services. It also identifies the need to increase the number of Welsh medium applied (vocational) practitioners, assessors, verifiers and teaching staff, and the need to develop provision and teaching materials and to market the benefits of bilingual education and training. DELLS, WAG (previously ELWa – Education and Learning Wales) has committed to take forward these areas of deficiency. This will have a direct consequence for the lifelong learning industry and place acute demands on a specific sub-set of professionals.

Community learning and development (CLD)

Alongside the community based adult learning, community education and development education, CLD also covers youth work, community development work, family learning and parenting education. Because all Welsh policy is underpinned by the need to integrate activities to support sustainable development, social inclusion and equality of opportunity these constituencies have a high profile.

Community Development Cymru defines community development as the process of developing active communities based on equality and mutual respect. This includes a wide range of community activities that will collectively also contribute to the aspirations of the wider economic and spatial development policies. The National Strategic Framework for Community Development in Wales (2007) in particular identifies the need to support the skills of staff working across different aspects of community development.

Youth work

The support required for young people is outlined in Young people, youth work, youth service - National Youth Service Strategy for Wales (WAG, 2007). Building on seven core aims to ensure that all children and young people receive this support, the document sets out the clear expectation of developing a *'world class youth service'* (p2), built around all young people 11 – 25 having an entitlement to:

- education, training and work experience – tailored to their needs
- basic skills which open doors to a full life and promote social inclusion
- a wide and varied range of opportunities to participate in volunteering and active citizenship
- high quality, responsive and accessible services and facilities
- independent, specialist careers advice and guidance and student support and counselling services
- personal support and advice – where and when needed and in appropriate formats – with clear ground rules on confidentiality
- advice on health, housing, benefits and other issues provided in accessible and welcoming settings
- recreational and social opportunities in a safe and accessible environment
- sporting, artistic, musical and outdoor experiences to develop talents, broaden horizons and promote rounded perspectives, including both national and international contexts

- the right to be consulted, to participate in decision-making and to be heard, on all matters which concern them or have an impact on their lives.

These entitlements influence and inform not only youth work – and the support needed for the workforce across the youth services – but also other services that work with young people, such as education and libraries.

Parenting and family services

The Parenting Action Plan (WAG, 2005) seeks to ensure that parents in Wales get the advice and support they need. The Welsh Assembly Government intends to keep raising the profile of parenting and family education, taking account at all times of the rights of both the children and their families.

This document also recognises the needs of staff working across parenting support and the skills gaps that must be addressed if parenting support in Wales is to live up to its aspirations.

Libraries, archives and information services

The CyMAL Action Plan (WAG, 2006) outlines the contribution the LAIS sector makes to community and cultural life in Wales. It emphasises the importance of partnership working in developing new and innovative services. This includes between CyMAL (Museums, Libraries and Archives Wales) and local authorities, national institutions, professional bodies and the voluntary sector. It contains further proposals for developing its bilingual services, extending access to new audiences, developing the sector's capacity to access new funding sources and producing a new workforce development strategy to identify employer requirements across the sector. The action plan is organised around three work programmes. Most relevant to the lifelong learning workforce is work programme 3 – 'Delivering through Excellence', which includes the objective of providing a programme of training.

Finally the Archives Task Force in reviewing Wales' archives (Listening to the Past, Speaking to the Future: The Report of the Archives Task Force (MLA, 2004)), alongside those of the other three home nations, recommends that Wales' 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”*.

3.1.3 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 for Wales indicates 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 across the sector. However, all constituencies within the sector will not experience this equally. Moreover, the composition of this funding is likely to change and move towards attracting increased investment from 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 or their employers.

Demographic change is both an issue with implications for the potential numbers of participants in lifelong learning services and their specific demands and needs. The population of Wales is projected to increase by 12% by the year 2054. Alongside this growth Wales is witnessing an ageing of its population, like nearly all European nations.

This suggests that there may be a drop in younger learners whilst the demand from older learners increases. This has been identified in the 'Furlong Report' as well as within the trends in participation in lifelong learning. The growth in HE participation in recent years has been driven by mature students, with increases in participation at postgraduate level. However, undergraduate students continue to make up the majority of the population. It is clear that 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. This change will most likely require an updating of lifelong learning staff skills and approaches to service delivery.

The increasingly **global economy** will place an increased premium on skills within the workforce as a whole as outlined by Leitch (2006; 2005). It is expected that all industries, occupations and working practices will require both new skills and knowledge and updating of traditional skills. 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 our impact review.

Migration is another important facet of globalization; in the short term this is likely to result in increased demand for ESOL provision for those entering Wales, with increasing diversification of their skills needs over the longer term. The lifelong learning sector will need to be able 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 the lifelong learning sector, including potentially increasing demand from European students, as well as enabling greater competition for students between Welsh providers and those overseas.

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 of 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.

Outcomes

Current Welsh education and training policy, affecting the core business of most constituencies within the lifelong learning sector, is focused on the delivery of the outcomes identified within Learning Country: Vision into Action, shown in table 3.1

Table 3.1: Outcomes for young People, Adults and Institutions across Wales

Young people	Adults
The average points score per 15-year-old pupil for all qualifications approved for pre-16 use in Wales to improve year on year	The percentage of working age adults with level 1 or above basic skills in literacy to be 80% by 2010
The percentage of 15 year olds achieving the equivalent of GCSE grade A* to C to reach 60% by 2010	The percentage of working age adults with level 1 or above basic skills in numeracy to be 55% by 2010
	The percentage of adults of working

<p>(2007 milestone 53%)</p> <p>By 2010, no pupil to leave full-time education without an approved qualification</p> <p>The percentage of 16-18 year olds in employment, education or training to reach 93% by 2010 (2007 milestone - 90%)</p> <p>95% of young people, by the age of 25, to be ready for high skilled employment and/or further or higher education by 2015</p> <p>By 2010, completion rates for Modern Apprenticeships to increase to 40%</p>	<p>age with a qualification equivalent to level 2 or above to be 70% by 2010 (2007 milestone - 67%)</p> <p>The percentage of adults of working age with a qualification equivalent to level 3 or above to be 50% by 2010 (2007 milestone - 48%)</p> <p>The percentage of adults of working age with a qualification equivalent to level 4 to be 30% by 2010 (2007 milestone - 27%)</p>
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Institutions

<p>By 2010, the quality of FE programmes assessed by Estyn to be Grade 3 or better in 95% of programmes, and Grade 2 or better in 65% of programmes</p> <p>By 2010, the quality of training programmes assessed by Estyn to be Grade 3 or better in 85% of programmes, and Grade 2 or better in 40% of programmes</p> <p>The percentage of Research Council funding attracted by HEIs in Wales to rise from</p> <p>3.3% to 4.5% by 2010</p> <p>Research income from resources other than the Research Councils to increase by 100% by 2010 (2007 milestone - 60%)</p> <p>The percentage of full time HE students enrolled at HEIs in Wales who are Welsh domiciled to increase from 60% to 70% by 2010 in order to encourage more graduates to work in Wales</p> <p>The proportion of Welsh domiciled students in Welsh HEIs undertaking some element of their courses through the medium of Welsh to increase to 7% by 2010</p> <p>The percentage of new entrants to undergraduate courses at UK universities from our most disadvantaged communities to rise from 8.9% to 11.4% by 2010</p>

Source: Learning Country: Vision into Action (2007)

As indicated previously, the Welsh Assembly is refreshing the Skills and Employment Action Plan, which will look again at the outcomes expected across the lifelong learning sector to ensure they align with current ambitions and aspirations.

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) and reflected in the implementation of many UK policies. This approach is also supported by the developing Sector Skills Agreements being published by the Sector Skills Councils. Employers in all sectors are increasingly demanding a greater say in all aspects of skills development so as to shape the skills of the current and future workforces.

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).

Increasing community and voluntary sector involvement

Increasing the involvement of the community and voluntary sector through statutory-voluntary sector partnerships is another key mechanism evident within UK-wide strategies for engaging learners with low-level skills and tackling social exclusion.

A report from the National Audit Office, 'Working with the third sector' (Bourn, 2005b), makes the case for increasing the community and voluntary sector's role in the delivery of public services, seeing them as having a key role in promoting participation and empowerment and contributing to local regeneration. More specifically, it suggested an increasing role for community and voluntary organisations in the delivery of lifelong learning and related services. However, the report also found that third-sector organisations (TSOs), including those within the voluntary and community sector, needed to train existing employees and volunteers and invest more in improving service delivery, particularly with regard to financial and management skills, in order to increase their capacity for partnership working with the statutory sector.

The Beecham report (2006) also encourages multi-agency work, bringing together appropriate providers from community and voluntary sector where they add most value.

3.1.4 How the policy framework drives up the skills needs

In all the policies and reports published by the Welsh Assembly Government and its partners in the last couple of years there has been an emphasis on improving the economy, increasing social cohesion, supporting increased choice for individualism, a focus on meeting the needs of employers and increasing the efficiency of public services.

In order to achieve these aims the Welsh Assembly Government has been driving through a number of infrastructure changes alongside programmes changing how and what children and young people learn. In conjunction with this, the skills supply is increasingly encouraged to work directly with the private sector.

To build these changes WAG recognises the need to increase skills at all levels, and to do this they know that the quality and capacity of the lifelong learning system must be improved. This is embedded as a key action within Learning Country: Vision into Action (2007) as well as in the specific policies addressing youth service, parenting, libraries, work-based learning and the wider FE system. LLUK will be working with the relevant departments of the Welsh Assembly Government to support these ambitions.

To achieve the stretching ambitions WAG is laying before the sector the workforce must not only improve their traditional skills of teaching, engaging with learners and communities, and disseminating information. They must also work in complex partnerships; build closer relationships with employers and with other public and

voluntary organisations. This is placing increasing emphasis on strong leadership and management skills at all levels.

The Welsh Assembly Government is to be commended for the inclusion of specific elements in almost all the recent policies outlined above that underpin the need to improve recruitment, staff training and development as a precursor to achieving increased community cohesion, social inclusion and improved economic outcomes across Wales.

3.2 Wales' workforce profile and supply of provision

This information is taken from the Stage1 and Stage 2 reports of the SSA for Wales. It is intended as an update with regards to the workforce profile of the lifelong learning sector in Wales. Annex C details the UK workforce profile and the supply of provision taken from the Stage 1 and Stage 2 UK reports for comparison.

3.2.1 Workforce numbers

The workforce in Wales is estimated using figures from the Labour Force Survey (LFS) and constituency-specific sources. Where data was missing or inadequate, a number of stakeholders were asked to provide estimates of workforce numbers (these constituencies were WBL and youth work within CLD). Given the data discrepancies and data gaps within the LLUK constituencies, it is very difficult to establish an accurate global estimate of the size of the lifelong learning workforce. However it is necessary to provide a benchmark figure for the purposes of this report though the totals are estimates and should therefore be treated with extreme caution. With this in mind, it is suggested that the lifelong learning sector in Wales comprises in the region of at least 109,000 individuals.

Section 3.3 of this report outlines a primary data research plan LLUK has put in place to address the data gaps identified within Stage 1 of the SSA process.

A profile breakdown of each constituency based on figures from national sources such as the LFS and constituency specific data sources is detailed below.

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

Constituency	LFS 2005	Estimates from constituency-specific sources	Stakeholder estimates
CLD	4,123 (SIC 80.42, but excludes youth workers and possibly other strands)		42,893 (2,893 paid, 40,000 volunteers – youth workers) (Local Authority Youth Service in Wales Audit, Council for Wales of Voluntary Youth Services,)
FE	9,122 (SIC 80.22 and 80.30/1. Should also include unspecified amount from 80.21)	9,324 (headcount/contract numbers) (SIR Wales, 2003/04)	
HE	24,528 (SIC 80.30/2 & 3)	17,182 (HESA Staff Record UK, Dec. 2004)	
LAIS	2,122 (SIC 92.51)	23,000 (CILIP database, all of UK estimated to cover approximately 25% of the LAIS workforce)	
WBL	(No separate SIC coverage)		30,000 (National Training Federation, Wales)

- In the CLD constituency, the LFS data excludes youth workers. Including the youth worker total from the National Youth Agency (NYA) gives an estimated total of 47,016 for Wales.
- In FE, the LFS data does not include the proportion of SIC 80.21 (General secondary education), which relate to the FE sector. The best available estimate for the number of FE staff in Wales is 9,324, obtained from SIR Wales 2003/04.
- In the HE constituency, LFS data is aggregated across the four quarters of 2004/05 and provides a recent figure of 24,528 for Wales. However, the HESA Staff Record uses the staff contract population – an indicator of higher education staff contracts active on 1st December 2004 and provides an HE workforce total of 17,182. The average of these estimates is 20,855 for Wales.
- In the LAIS constituency, with no single data source that provides data for the constituency, the estimated workforce total is 2,122 based on LFS, although this is acknowledged to be likely to be a sizeable under-estimate.
- Coverage of the WBL constituency is very limited and the robustness of the available data could be seriously questioned. Stakeholder estimates put the figure for Wales at 30,000.

3.2.2 Workforce characteristics

Various sources of data have contributed to the development of the estimate of the total workforce within the lifelong learning sector in the region of 109,000 individuals, with HE, FE and CLD being the largest and LAIS the smallest constituencies in terms of workforce numbers.

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

- Female employment – 53% of the workforce (as defined by SIC codes) were female, based on data from the LFS.
- A professional workforce – more than half (57%) of the workforce (based on the LFS and SIC codes) were professionals – a considerably higher proportion than found in other public sectors or the economy as a whole.
- Full-time, permanent employment was the norm for the workforce as a whole identified within the LFS - 71% worked full-time and 75% were employed on a permanent basis.

3.2.3 Overall supply of provision

The supply 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 SSCs, but also to itself.

The lifelong learning sector delivers skills and qualifications to most workforces within the UK. 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 however relates to that which is primarily delivered by members of the same workforce.

Research to date indicated that there are at least 78 providers in the UK, offering programmes which were relevant to at least one constituency of the lifelong learning workforce during the academic year 2004/05.

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

- 10 HE institutions (HEIs)
- 22 FE providers
- 46 WBL providers

Further details of the provision supply in the above three constituencies are described below:

- HEIs provide learning opportunities for all of the constituencies and post-compulsory courses
- three of the ten HEIs deliver almost 58% of all relevant provision, namely:
 - the University of Wales, Newport
 - University of Wales, Aberystwyth
 - the North East Wales Institute of Higher Education
- the overall number of learners on LLUK-relevant learning programmes in HE increased by 5% between 2003/04 and 2004/05; the largest rates of growth were in the Certificate of HE (71% increase from 2003/04) and the Diploma of HE (38% increase).
- FE colleges provide opportunities for all of the constituencies and post-compulsory courses, with the exception of HE

- of the 22 FE providers, the five largest deliver 53% of all relevant learning programmes
- there was a 12.8% decline in the number of learners engaged in FE-provided LLUK-relevant provision in Wales between 2003/04 and 2004/05; the biggest decreases were in Basic Skills (31%) and LAIS (30%)
- learning opportunities provided by WBL are predominately taken up by employees in the CLD constituency
- the bulk of opportunities provided by WBL are at entry level, suggesting that there is a focus on new entrants to the learning and skills workforce.

3.2.4 Supply for the constituencies within the lifelong learning sector

This section details the number of providers that have provision relevant to the workforce of each separate constituency. The data are limited to relevant provision from HE, FE and WBL providers.

- in terms of provision for the HE sector, 3 providers (all of which were themselves HEIs) were identified as supplying relevant provision across the UK during 2004/05.
- 10 providers of relevant training programmes for the FE sector were identified in the UK, of which 4 were provided by HEIs and 3 by FE colleges.
- 30 providers supplied programmes relevant to the WBL workforce in Wales during 2004/05. Supply was predominantly through the WBL sector (21).
- 27 providers supplied programmes relevant to the CLD workforce in 2004/05, of which 6 were HEIs, 11 FE colleges and 10 WBL providers.
- 3 providers supplied programmes relevant to the LAIS sector in Wales during 2004/05.
- 55 providers were identified as supplying programmes for the post-compulsory sector, of which 26 were WBL providers.

3.3 Key data gaps for Wales

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

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

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

- Archives and records management
- CLD
- community based adult learning
- community development
- other strands of CLD (community education, development education, family learning and working with parents)
- WBL.

3.4 Current / key skills issues - what lies ahead for the sector in Wales?

3.4.1 Defining 'skills' and the relationship between 'skills' and 'qualifications'

The concept of 'skills' is varied and lacks a perfect measure (Leitch, 2005, p.20). This is partly to do with the difficulty of defining, measuring and capturing skills acquisition and development among individuals. Leitch also suggests that "*there are three component indicators of an individual's or a population's 'human capital'*" (p.37):

- innate ability
- qualifications and knowledge acquired through formal education
- competencies and expertise acquired, for example, through training on the job.

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.

"There is no perfect measure of skills ... the most common measure of skills is qualifications, although of course it is possible to have skills without having qualifications."

(Leitch, 2005, p.20)

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 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: 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, IT 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) provides a good discussion of this issue and proposes the use of the five-level National Vocational Qualifications (NVQ) framework, despite the fact that this has been updated to an eight-level National Qualifications Framework (NQF) and the existing Scottish Qualifications Framework (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, and for this reason it has been adopted throughout this report.

3.4.2 Current skills needs and priorities within the lifelong learning sector in Wales

The lifelong learning workforce is a highly professional workforce, made up of a high proportion of staff within SOC classifications 1-3, incorporating: managers and senior officials; professional occupations; and associate professional and technical occupations. It is therefore not surprising that a high proportion (76%) of the lifelong learning workforce across Wales held qualifications equivalent to NVQ level 4 or above.

Moreover, between the years 2001–2005, the trend in numbers of the lifelong learning workforce holding an NVQ level 4 or above qualification has increased across all four home countries of the UK; in Wales there has been a 15% rise in this group.

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. Skills gaps exist when employees are perceived to be lacking skills important to the successful performance of their existing role.

Skills shortages – where applicants for vacant posts did not have the required skills, work experience or qualifications – made up a higher proportion of vacancies within lifelong learning establishments compared with the all-sector average within Wales and Northern Ireland, but a lower proportion in England. In addition, skills shortages were responsible for more 'hard to fill' vacancies within the lifelong learning sector than the all-sector average in each of the home countries in the UK. In Wales 73% of all hard to fill vacancies in the lifelong learning were described as skills shortage vacancies, a significantly higher proportion than for the economy as a whole (41%).

Skills shortages were faced particularly at NVQ level 4 and above, for managers and professional occupations. Skills shortages for support/associate professionals and for administrative occupations were mostly at NVQ level 3, while skills shortages for manual staff were mostly at level 2.

The reported shortages were predominantly in occupation-specific professional/technical/practical skills for professionals and support/associate

professionals. Shortages of transferable skills were mostly associated with administrative staff, and wider employability skills particularly with manual staff.

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. For example in Wales, data from 'Future skills Wales 2005' (Young and Morrell, 2006) showed that 3% of staff have skills gaps in the lifelong learning sector compared to 6% of the population as a whole.

In Wales, skills gaps were most frequently reported for support/associate professionals followed by professionals and administrative staff. The highest reported gaps were at level 3 for support/associate professionals and at level 4 for managers of services.

However, 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 within the UK. Moreover, stakeholders representing different constituencies within Wales sometimes identified the same priority skills needs for their country, and additionally identified building capacity for the delivery of lifelong learning services through the medium of Welsh.

3.4.3 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, as noted in a section 2.2.2.

It is perhaps not then surprising to learn that employers anticipated that demand for higher level skills (at NVQ levels 3, 4 and above) 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.

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, will 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.

In addition to the UK-wide future skills needs discussed above, participants at the future scenarios workshops identified the following constituency-wide future skills needs for Wales:

Firstly, there is the growing importance of the Welsh language in the delivery of lifelong learning services. This could act as a considerable barrier to inward mobility for the lifelong learning workforce. Additional training is required to deliver 'Iaith Pawb' (WAG, 2003), the National Assembly for Wales' strategy for achieving a bilingual country.

Secondly, there is a need to address the significant adult basic skills deficit in Wales. This will attract continuing investment as a result of the implementation of the Assembly's Adult Basic Skills strategy 'Words talk: numbers count' (WAG, 2005)

Lifelong learning providers across Wales identified the following overall priority future skills needs:

- increasing demand for professionals and support/associate professionals, especially in FE, HE and WBL (according to Working Futures (Wilson et al, 2006), secondary research). Skill level requirements for these occupations will be increasingly at NVQ 4 and above
- increasing demand for support/associate professionals, especially in FE and CLD (much less so in HE) identified by the primary research for this report
- a high and increasing demand for particular professional/technical/practical skills for professionals, such as teaching and supporting learning in FE and HE, records management and librarianship in LAIS, and occupational competence for WBL trainers and assessors
- a slightly lower but nevertheless significant increasing demand for transferable and wider employability skills, such as ICT and customer service skills, and, especially leadership and management skills across most constituencies. The increasing integration between lifelong learning constituencies will result in a growing demand for overlapping job roles and multi-skilled staff, and partnership skills.

4. OVERARCHING THEMES

This section of the report gives an overview of the overarching themes identified by the process described 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 for Wales which can be found in Annexes C-F. Research findings from Stages 1 and 2 of the SSA are also referenced within this stage of the report. 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. This information is presented based on the format provided in the SSDA guidance which can be found in Annex A. The overarching themes are also linked to the proposed solutions at this stage. More detailed explanation of the proposed solutions can be found in section 5 of this report.

4.1 Learning delivery including pedagogy and ILT

For deliverers of lifelong learning, skills related to learning delivery, including pedagogy and ILT, are considered some of the most important skills needs across all constituencies. However, the specific skill set related to learning delivery is different in each constituency.

Within CLD, there is a need for

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

Within FE and WBL, pedagogical skills in teaching and supporting learning include:

- teaching skills
- assessing learners' needs
- planning and preparing teaching and learning programmes
- developing and using a range of teaching and learning techniques
- reflective pedagogy
- basic skills and ESOL (for literacy, numeracy and ESOL teachers, tutors and trainers)
- ability to teach through the medium of Welsh.

In HE, a specific shortage was identified in relation to Welsh Medium learning delivery skills, especially in medicine, law and business and management.

Occupational groups affected

These skills needs predominantly affect teaching, training and tutoring professionals and support professional. Some specific examples include:

- youth community officer; youth support worker and parent support worker within CLD
- FE Lecturers and tutors in FE
- lecturers, research staff, and other academic and teaching professionals in HE
- teaching and professional staff in specific subjects as well as basic skills teachers, tutors and trainers.

Demand side evidence

- about half of CLD employers in Wales said that applicants to professional roles lacked specialist/professional/technical skills, including specialist CLD skills such as ability to engage with people in a learning context and working with individuals and/or communities to identify needs, aspirations and goals
- a very small percentage of the FE workforce is identified as being able to teach in the medium of Welsh, thereby creating a high demand for Welsh language skills
- in FE, stakeholders in Wales prioritised development of professional/technical/practical skills e.g. gaining current industry experience; keeping vocational courses up to date; other teaching skills such as up to date teaching and assessment skills that reflect current industry practice and adult basic skills
- three quarters of HE employers and two thirds of employers in FE were dissatisfied or very dissatisfied with the Welsh language skills of their staff. Within HE, more than two thirds of employers expect the demand for Welsh speakers to increase
- stakeholders in HE prioritised development of professional competence, wider employability skills as well as learning delivery to learners with a wide range of learning needs
- in wbl, almost half of the employers in Wales reported difficulties recruiting professional staff with professional/technical/practical skills, including teaching and subject specific knowledge and experience. Stakeholders prioritised development of skills in the categories of assessment, competence in teaching basic and key skills and gaining current industry experience.

Supply side evidence

- within HE there is generic provision for teaching and academic practice but little was identified that had a specific focus on teaching in a particular subject area within HE, with the exception of health and social care. It is suggested that suitably qualified individuals from shortage subjects be attracted from industry or from advanced studies, subject to their having the necessary skills for academia
- in FE provision for skills related to assessment in WBL is abundant but the number of learners on skills related to assessment provision in Wales has decreased. In 2004/05 a large amount of provision for teaching adult literacy, numeracy and ESOL was being delivered in FE but none was identified that is designed for the delivery of basic skills in a WBL setting
- WBL provision that is relevant to the work based learning workforce predominantly consists of Learning and Development awards.

Nature of gaps

Market gaps – these 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

- recruitment and retention
- ICT.

Related proposals

- 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 were identified as skills needs, mainly at level 4, across all five constituencies in Wales. Specific skills identified within a leadership and management context are indicated below and some of these skills overlap into more than one constituency:

- financial management
- partnership working
- leadership
- strategic and succession planning
- project management
- strategic and business management.

Skills needs identified for particular constituencies include:

- managing volunteers in CLD
- employer engagement and general skills including communication skills in WBL
- and the following skills in LAIS;
 - library and archives management
 - advocacy and team working
 - bid writing/fund raising
 - negotiation skills
 - conflict management
 - entrepreneurship and innovation
 - performance management
 - strategic understanding of IT.

Public sector staff working in CLD will need specific skills to manage accountabilities both to their agency's agenda with the communities they work with. Expansion of partnerships with the statutory sector will result in some smaller organisations increasing in size and a growing number of volunteers in the constituency. Managers will need to develop skills in defining and managing changing staff roles and in managing large numbers of volunteers. Many middle and senior managers are approaching the end of their careers in CLD, highlighting the need for CPD that addresses a systematic approach to succession planning.

It is anticipated that in the future a range of collaborative business models for FE colleges may emerge and this will have implications for the FE workforce who will be required to develop effective partnership working skills and business skills. Employers have attributed skills gaps to the need to keep up with current practice and policy developments.

In addition to the skills needs identified for LAIS, there is a requirement that over a quarter of total FTE staff should be formally qualified in librarianship or information services or have completed qualifying examinations.

Providers emphasise that staff in WBL need specific skills in order to respond to employer needs. Time and resource issues are major barriers to accessing management and leadership training, particularly in small and medium sized enterprises (SMEs).

Occupational groups affected

The leadership and management skills issue predominantly affects management staff, mainly at level 4, across all constituencies. It also affects professional, support professional and administrative staff in CLD, professional and learning support staff in FE and all those in a position to potentially manage and/or lead within their existing or future capacity in HE.

Demand side evidence

- in Wales, FE, CLD and LAIS employers identified skills shortages predominantly among professional staff (as well as support professional staff in CLD) and at level 4 when recruiting both professionals and managers. Employers in HE and WBL reported difficulty recruiting management staff
- around a third of employers in CLD, HE and WBL stated that applicants to management positions lacked professional and technical skills. In WBL, subject specific knowledge and teaching skills, and to a lesser extent transferable skills such as communication skills including Welsh language skills, were identified as lacking among applicants
- skills gaps were most frequently reported for managers at level 4 and professionals in CLD; managers in FE and WBL; and professional, administrative and associate professional and technical occupations in HE
- in FE, a larger proportion of employers reported skills gaps among managers of services in Wales than elsewhere in the UK
- the vast majority of employers in FE were very satisfied with the skills and competences of management staff. In LAIS, a quarter of employers were dissatisfied with the skills and competences of these staff.
- around a third of employers in FE, a quarter of those in HE and WBL, and one-in-ten employers in CLD indicated that management staff lacked transferable skills such as communication skills including Welsh language skills. Three quarters of HE employers and two thirds of employers in FE were dissatisfied or very dissatisfied with the Welsh language skills of their staff. The majority of employers in CLD, WBL, FE and HE expect the demand for Welsh language speakers to increase
- over a quarter of CLD employers in Wales said that management staff lacked specialist/professional/technical skills. A slightly higher proportion of employers reported this as an issue in the UK. Approximately a third of employers said that management staff lacked professional/technical/practical skills including subject specific knowledge and ICT skills.

Supply side evidence

- approximately three quarters of FE employers in Wales, half of employers in LAIS and WBL and around four in ten employers in CLD and HE said they made a large or very large investment in the education and training of existing management staff
- a small or no investment in the further education and training of management staff was made by almost a third of employers in FE, more than half those in HE, four in ten employers in LAIS and more than a third in WBL. A third of employers in CLD made a small investment
- in CLD, there is little HE and FE leadership and management provision that is specific to this constituency. It is possible that other programmes can provide suitable management knowledge and skills in CLD. Generic management training

in HE and FE is abundant. WBL provision related exclusively to youth work and could not be identified as contributing to skills priorities

- there is an increasing volume of learners taking youth work-related programmes. The volume of stand-alone programmes has increased but many programmes are not endorsed by the relevant bodies. No programmes were identified that covered family or parent related activities in Wales
- the University of Wales, Newport offers a generic as well as an FE specific post-graduate (MA) in 'education leadership and management'. This provision tends to attract FE, WBL and ACL employers. Overall, HEIs offered little provision specific to management and leadership in an FE context but enrolments on this provision increased. However, enrolments on FE management related programmes declined. Generic management training is abundant
- in Wales there is a lack of HE specific leadership and management programmes.
- the University of Wales, Aberystwyth offers very high volumes of relevant provision for LAIS, with increasing enrolments. Provision offered by FE and WBL was small
- FE provision for WBL managers was small and no provision relevant to WBL was delivered in HE
- employers reported that management staff undertook their CPD through the following sources: in house training; external training provider; HE; FE; and various sources. The actual sources and the extent to which they are used tended to vary slightly between constituencies
- a large proportion of employers was satisfied or very satisfied in WBL and satisfied in CLD with the CPD undertaken by management staff.
- difficulty in recruiting Heads and Directors of Marketing and Student Recruitment is possibly derived from pay differentials between the private and public sectors and the complexity of the HE sector.

Nature of gaps

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

Institutional weaknesses – there may be a poor supply of labour to the sector due to inherent barriers such as pay differentials between the private and public sectors and time/resource issues in accessing training.

Likely impact if not addressed

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

Related issues/themes

- multi agency and partnership working
- employer engagement
- recruitment and retention
- learning delivery
- ICT
- *this issue was also raised in, and therefore related to, the learner engagement and customer care theme.*

Related proposals

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 Employer engagement

The term 'Employer Engagement' embraces the strategic management of relationships between 'supply side' institutions/providers and 'demand side' employers to support:

- local labour market analysis (within a National and UK context) to support aligned qualification provision
- proactive 'market development' activities to increase the number of learners engaged with learning (in line with increasing Skills Strategy targets)
- to enhance the delivery of vocational learning by establishing links for work experience opportunities for learners, and CPD opportunities for Teachers, Tutors and Trainers in their vocational specialism.

Management Skills, Business Acumen (Analytical and Entrepreneurial Skills) and Communication Skills are required to effectively engage with employers.

Employer engagement is increasingly becoming an emergent issue for aspects of the FE and HE workforce. Providers of WBL emphasise that staff need specific skills in order to respond to employer needs.

In FE, there is greater demand for direct and productive relationships between FE providers and employers, more institutional autonomy and the potential for improved 'business to business' collaboration. Expanding brokerage services for both small and large employers as part of a package to improve employer engagement are also anticipated.

HEIs are expected to undertake a rebalancing of their priorities to make available relevant, flexible and responsive provision that meets the HE skills needs of employers and their staff, within the context of the Credit Qualifications Framework in Wales. In Wales, the nature of industry and business means that HEIs are increasingly working with SMEs and micro businesses. Level 4+ interaction, research and development are important in dealing with industry. Skills identified for the HE sector include:

- business acumen
- leadership and management
- entrepreneurial and partnership working
- writing bids
- fund raising
- client and project management.

No employer engagement related issues specific to the LAIS or CLD constituencies were identified.

Occupational groups affected

This skills issue affects all staff in FE. It predominantly affects management staff in HE and WBL, and is predominantly at level 4 across all constituencies affected by this skills issue. In HE, there is also a need to develop the leadership and management skills of all staff in a position to potentially manage and/or lead within their existing or future capacity.

Demand side evidence

- in FE, the vast majority of employers were very satisfied with the skills and competences of existing management staff
- in Wales, almost a third of employers in FE and a quarter of those in HE and WBL said existing management staff lacked transferable skills such as communication skills including Welsh language skills. Almost two in ten employers said that applicants to management positions lacked these skills in WBL
- more than a third of employers in WBL said management staff lacked professional/technical/practical skills including subject specific knowledge and ICT skills
- approximately one third of employers in WBL and a slightly higher proportion of HE employers reported difficulties in recruiting management staff with professional, technical and practical skills, as well as subject specific knowledge and teaching skills in WBL
- almost a third of employers in WBL reported difficulty recruiting management staff at level 4 and half as many had difficulty recruiting at level 3.

Supply side evidence

- employers reported that staff in FE undertook their CPD through the following sources: in house training; external training provider; HE; FE; and various sources. The actual sources and the extent to which they are used tended to vary slightly between constituencies and by occupation group
- in Wales no programmes were identified as offering provision relevant to HE leadership and management
- there was an increase in the provision for WBL management and leadership that was delivered in FE
- enrolments on FE management related programmes offered within FE declined.

Nature of gaps

Market gaps – these have resulted from a difference in the supply and demand of the particular employer engagement skills identified within this research

Likely impact if not addressed

Employer engagement is necessary to identify and make available relevant, flexible and responsive provision that meets the skills needs of employers and their staff.

Related issues/themes

- leadership and management
- multi agency and partnership working
- learning delivery
- learner engagement and customer care
- recruitment and retention
- ICT.

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 a UK wide leadership and management strategy.

4.4 Learner engagement and customer care

A number of issues have resulted in a demand for skills related to learner engagement and customer care. These include; diversification of the learner base catalysed by the widening participation agenda, migration and the expansion of vocational provision for school pupils. In CLD, this includes:

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

Within FE, the expansion of vocational provision for school pupils will require teaching staff to develop new teaching skills and also have a better understanding of the increasing numbers of young people they teach. Specific skill sets include:

- identifying learner needs
- engaging learners
- supporting learners
- ability to teach through the medium of Welsh and general communication skills
- ability to teach vocationally based subject, using up to date examples of work practice, gleaned as a result of effective and up to date employer engagement activities
- skills to understand workforce diversity and disability awareness.

Widening participation within HE means that staff in HEIs will need enhanced learner engagement skills to meet the needs of an increasingly diverse learner population.

Specific skills include:

- ability to facilitate and enable independent learning
- ability to identify different learning styles and meet the needs of a more diverse student body
- ability to support learning in community and employment settings
- skills to understand workforce diversity and disability awareness
- ability to prepare to cater to the changing student population
- pedagogical skills to ensure that HEIs are not delivering outdated curricula in an outmoded manner
- ability to teach/support learners through the medium of Welsh
- general communication skills.

With LAIS, specific skills relating to learner engagement and customer care include:

- customer engagement
- marketing and publicity
- inter-personal skills
- supporting adults with basic skills needs
- general communication skills
- ability to teach/support learners through the medium of Welsh.

Welsh language skills are becoming increasingly crucial for all constituencies. Other European languages are becoming important too as more EU citizens migrate to Wales.

Within WBL the diversity of prior learning experience in WBL learners has generated a demand for workforce skills related to learner engagement in order to ensure that learners' experiences match their way of learning; valuing and drawing upon learner's

own experiences (as a learning resource within a cohort); their learning goals; their personal development and their career aspirations.

Occupational groups affected

This skills need affects all staff that provide support to learners and/or customers but also extends to all those in management, professional, support professional and technical and administrative roles who have direct contact with learners. Specific occupational categories include:

- youth community officers, youth support workers and parent support workers in CLD
- lecturers, tutors, instructors, facilitators, learning support assistants, mentors and counsellors in FE
- all management, academic, support, technical and administrative roles who have direct contact with learners in HE
- teachers, tutors, instructors, trainers, assessors and internal verifiers in WBL.

Demand side evidence

- CLD employers in Wales identified shortages in wider employability skills including team working and customer services particularly for professional but also for administrative occupations
- a very small percentage of the FE workforce is identified as being able to teach in the medium of Welsh, thereby creating a high demand for Welsh language skills. Over a third of FE employers in Wales said existing learning support and technical staff lacked transferable skills including communication Welsh language skills. Over two thirds of FE employers in Wales were dissatisfied or very dissatisfied with the Welsh speaking skills of current staff
- in HE three quarters of HE employers were dissatisfied or very dissatisfied with the Welsh language skills of their staff. Within HE, more than two thirds of employers expect the demand for Welsh speakers to increase
- some HE stakeholders suggested that a large number of academics may not be prepared for the changing profile of the student population
- around two fifths of HE employers in Wales said existing academic professional staff lacked transferable skills including communication skills. One third said support, technical and administrative staff lacked transferable skills. One quarter believed management staff lacked these skills
- in LAIS, a vast majority of employers in Wales expected demand for communication, language, customer-service and problem solving skills to increase over the next 5-10 years. LAIS stakeholders identified mixed priorities including wider employability skills, such as customer services and the ability to support and help people learn
- within WBL, approximately one third of employers in Wales said professional, support and administrative staff lacked transferable skills, including communication and Welsh language skills.

Supply side evidence

- there is no FE, HE or WBL provision in Wales specifically related to learner engagement and customer care skills in CLD
- in 2004/05 in Wales there were very few relevant learning programmes offered for teaching support professionals in HEIs but the volume nearly doubled in Wales from 2003/04 to 2004/05. Approximately two thirds were foundation degrees

- a small amount of provision in FE was identified as specifically related to learning support. In 2004/05 small numbers of learners were enrolled in FE institutions in Wales (409)
- within HE there is generic provision for teaching and academic practice but little was identified that had a specific focus on teaching in a particular subject area within HE, with the exception of health and social care.
- just under half of HE employers in Wales reported making a large or very large investment in training management, professional, support and technical staff and administrative staff
- provision offered by FE and WBL to LAIS in Wales was small with little evidence that it addressed constituency specific skills needs. One third of LAIS employers were dissatisfied with the CPD undertaken by their professional staff.
- in FE, provision for skills related to assessment in WBL is abundant but no provision was identified that is designed to deliver basic skills in a WBL setting. The number of learners on skills related to assessment provision in Wales decreased.

Nature of gaps

Market gaps – these 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, including ILT
- leadership and management
- recruitment and retention
- this issue was also raised in the following themes and is therefore related to ICT and employer engagement.

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.

4.5 Multi agency and partnership working

Various policy agenda have created a need for skills relating to multi agency and partnership working in Wales, including the changing roles of organisations and the merging of boundaries between sectors. In CLD for example, the close relationships between local authorities and the voluntary sector or between health and social services working with parents, has resulted in a demand for new sets of partnership skills, including operating to different working styles in the various agencies as well as influencing and advocacy. The CLD workforce is required to develop effective partnership working, networking and negotiation skills to meet the demand for voluntary and community organisations to deliver more public services. Moreover, public sector

staff working in CLD need specific skills to manage accountabilities of both their agency's agenda and those of the communities with whom they work.

The expansion of partnerships with the statutory sector is resulting in some smaller organisations increasing in size, and a growing number of volunteers in the constituency. In this scenario, managers need to develop skills in defining and managing changing staff roles and managing large numbers of volunteers. Specific skills include:

- partnership working
- leadership skills
- project management
- strategic management
- managing volunteers
- leadership skills in the voluntary and community sector.

Within FE it is anticipated that in future a range of collaborative business models for FE colleges and other providers may emerge, focusing on provision for young people aged 14-19 (with schools), for adult workforce development (with employers), for HE delivered in FE colleges (with HE) and for tackling social exclusion (with CLD). All of these will have implications for the FE workforce who will be required to develop effective partnership working skills and business skills.

In HE, the widening participation agenda means that HE staff will need skills to build strong and purposeful collaborations with FE and with others, to support the best teaching, research management and knowledge transfer. The workforce is also expected to support learning in community and employment settings and be involved in collaboration with WBL and CLD providers.

Finally in WBL, providers commonly work in partnership with public sector and voluntary services thereby creating a need for partnership working skills.

Occupational groups affected

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

Demand side evidence

- CLD stakeholders in Wales identified skills development priorities in transferable and wider employability skills, including leadership, partnership working, interpersonal and outreach skills, skills to promote social inclusion and empower communities and creative thinking
- in Wales, a quarter of HE and WBL employers and a third of FE employers reported that existing management staff lacked transferable skills including communication and Welsh language skills
- however, in WBL it was reported that almost a quarter of new applicants to management positions lacked transferable skills including communication and Welsh language skills
- stakeholders and employers in Wales anticipated that 'over the border' collaboration with English HEIs will become more difficult as English and Welsh HE policies diverge but there will be increasing need to collaborate with FE colleges.

Supply side evidence

- within HE and FE there was very little identifiable provision for development of CLD leadership and management in 2003/04 and 2004/05. Other programmes may provide suitable management knowledge and skills. Generic management training in HE and FE is abundant. Within HE, there is an increasing volume of learners taking youth work-related programmes. The volume of stand-alone programmes has increased but many programmes are not endorsed by the relevant bodies. None were identified as covering family or parent related activities in Wales
- WBL provision related exclusively to youth work and could not be identified as contributing to this skills priority
- there were few structured leadership and management training opportunities for adult community-based learning staff
- HEIs offered little provision specific to management and leadership in an FE context but enrolments on this provision increased by almost a third in 2004/05.
- provision for WBL management and leadership, delivered in FE, rose by more than half from 2003/04 to 2004/05. Analysis of qualifications for WBL managers in FE showed that there were a small number of management qualifications specific to the WBL constituency in 2004/05. The main qualification accessed was Management of Learning and Development at level 4. There were no management qualifications specific to WBL delivered in HEIs in 2004/05
- the majority of WBL employers were satisfied or very satisfied with the CPD undertaken by management staff
- over half of WBL employers said they made a large investment in the education and training of management staff.

Nature of gaps

Market gaps – these have resulted from a difference in the supply and demand of the particular multi agency and partnership working skills.

Likely impact if not addressed

If this issue is not addressed, organisations will not be ‘joined up’, which is essential to enable them to work effectively with other stakeholders and providers in order for every organisation to meet the objectives.

In practice this will mean a continued absence of role clarity between organisations resulting in ongoing potential for duplicated activity and resulting spend across public sector bodies, which in turn will impact upon quality of public service delivery.

Related issues/themes

- leadership and management
- learning delivery
- recruitment and retention
- *this issue was also raised in, and therefore related to, the employer engagement theme.*

Related proposals

- develop a 'skills for learning professionals' qualifications framework
- develop collaborative working across the lifelong learning sector.

4.6 Recruitment and retention

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

- within CLD there is a shortage of community development workers and other workers across the constituency. There is a range of constraints in recruiting staff into the CLD constituency, including the high proportion of positions that are part time; relatively low pay compared with other sectors; lack of clearly specified training routes in some occupations; limited resources available for training in some organisations and the demands of training in the Welsh medium
- an ageing workforce and succession planning are issues for the Wales CLD sector
- within FE, skills shortages have been identified in the following areas:
 - delivery of education and training in the Welsh medium
 - lecturers
 - demonstrators
 - instructors
 - information technology technicians
 - laboratory technicians
 - language assistants
 - open learning workshop staff
 - studio technicians
 - trainers
 - workshop technicians.
- it is also predicted that in future demographic changes including the ageing of the labour force will have an impact on recruitment across the FE workforce
- a reliance on part-time staff across colleges points to instability in the staffing base of FE institutions in Wales as there is a higher turnover of part-time staff than of full-time staff
- in HE, recruitment difficulties have been identified in the subjects of business and management, IT, economics, electronics, law, medicine and teacher education. Many of these occupations are in strong demand in the private, broader public sectors and even internationally, resulting in HEIs facing strong competition both nationally and from abroad
- technical support occupations suffer from shortages also in HE in Wales. The main skills needs for technical support and technical staff are specialist technical skills and practical skills including IT skills followed by general skills including communication, project management, teaching and coaching skills. Specialist occupations include:
 - laboratory technicians
 - medical technicians
 - building technicians
 - engineering technicians
 - IT technicians.
- welsh speaking staff are also needed in areas such as IT within the HE sector, to produce Welsh medium websites, and at the Admissions Service (UCAS) for general delivery of service as part of their Welsh Language Scheme
- in **LAIS**, recruitment difficulties have been identified for librarians, archivists, information officers, archive and libraries conservators, records managers, archives assistants, library assistants and information assistants. The skills

required are those which are traditionally associated with the LAIS sector and including the updated (electronic) versions of these skills which are necessary to cope with new media and information formats. Specific skills include:

- cataloguing and indexing
 - information retrieval
 - collection management
 - stock selection
 - information management
 - knowledge management
 - conservation and preservation (these are key skills areas, the latter especially in relation to business and dealing with new legislation)
 - content and document management
- barriers to attracting skilled professionals include a perception of low pay, anti-social working hours and relatively poor career opportunities in public libraries. Evidence from a small number of employers suggested that the need for Welsh language skills may be discouraging some people from applying for positions in Wales
 - an ageing workforce and succession planning are issues for the Wales LAIS sector
 - in **WBL**, subject areas affected by skills shortages include engineering, science, construction (plumbing, joinery, carpentry) and basic skills. Specific skills needs include subject specific skills and knowledge as well as teaching and training skills. Subject specific recruitment difficulties are exacerbated by an overall rise in demand for the WBL workforce, reflecting the enhanced role of WBL in delivering key priorities within the lifelong learning sector. This has implications for the WBL workforce in terms of capacity and the ability to recruit appropriately qualified staff. Studies have highlighted a number of key recruitment constraints in the WBL sector, including low salaries compared to FE (particularly in recruiting basic skills staff), relatively poor image and perceived lack of career progression.

Occupational groups affected

This skills issue affects all staff.

Demand side evidence

- within CLD, employers were most likely to report skills shortages among professionals and support associate professionals. Shortages were most common at level 4 when recruiting managers and professionals. Half of Welsh employers reported difficulties in attracting suitable professional staff to fill vacancies. Employers in Wales were most likely to report that applicants to professional roles lacked specialist professional and technical skills, including specialist CLD skills such as ability to engage with people in a learning context and working with individuals and/or communities to identify needs, aspirations and goals.
- CLD employers and stakeholders in Wales anticipated a need to ensure that employers train staff, particularly in small organisations. Growth in involvement of volunteers will create a demand for recognition of experience and qualifications acquired in other roles.
- in FE, skills shortages were most commonly reported for professionals with over half of employers in Wales reporting difficulties recruiting academic professionals at level 4 and above. Around a fifth of FE employers reported problems recruiting learning support and technical staff with professional/ technical/practical skills, including teaching skills and subject specific knowledge. The same proportion

said applicants for these posts lacked transferable skills including communication and Welsh language skills

- over three quarters of FE employers in Wales expected demand for learning support and technical staff to increase in the next 5-10 years. A slightly smaller proportion of employers expected demand for academic professionals to increase over the next 5-10 years
- in Wales employers were more likely to report shortages among manual staff at level 3 (compared to level 2 in the remainder of the UK) in FE
- within HE, a large majority of employers reported that they were very satisfied or satisfied with the quality of new academic professional recruits
- in LAIS, employers in Wales reported skills shortages predominantly among professionals and management staff. There were also particular shortages at level 2 when recruiting manual staff
- stakeholders and employers in LAIS in Wales anticipated greater demand for professionals, support/associate professionals and senior managers and falling demand for middle managers, administrative and manual staff
- within WBL, almost half of employers reported difficulty recruiting professional staff with professional/technical/practical skills, including teaching and subject specific knowledge and experience. Employers identified future demand for professionals to have professional/technical/practical skills such as occupational competence for WBL trainers and assessors
- stakeholders and employers in WBL in Wales anticipated increasing demand for middle managers and professionals with a decline in demand for administrative and manual staff.

Supply side evidence

- generic management training for CLD in HE is abundant. There is an increasing volume of learners taking youth work-related programmes. The volume of stand-alone programmes has increased but many programmes are not endorsed by the relevant bodies
- HEIs offered little provision specific to management and leadership in an FE context but enrolments on this provision increased by more than a quarter in 2004/05
- in FE and HE provision for teacher training in shortage subjects is rare with the exception of basic skills. Staff shortages may better be addressed through attracting professionals from industry who may then take teaching qualifications. FE-based provision for learner support in basic skills grew by a third in Wales between 2003/04 and 2004/05
- within HE, there is no standard recruitment or developmental path into highly skilled technical roles. Staff may advance through university technical grades; some are recruited from outside the sector and others may switch from academic into technical support roles; though consultation suggests that the move from academic to technical support roles is uncommon
- despite staff shortages learners enrolled on HE courses were very satisfied with the quality of provision, with an overall satisfaction rating of 4 out of 5. Learners were most satisfied with the quality of teaching, followed by learning resources, the level of support provided to learners and organisation and management. HE learners were least satisfied with the assessment and feedback on their course, though the overall rating was still high
- within LAIS, a third of employers in Wales were dissatisfied with professional CPD undertaken by their professional staff; and just over a quarter were dissatisfied with the CPD undertaken by paraprofessional staff. Qualification

opportunities for paraprofessional staff are currently limited to the libraries career pathway and are essentially work-based vocational qualifications

- in FE provision for skills related to assessment in WBL is abundant but the number of learners on skills related to assessment provision in Wales has decreased. In 2004/05 a large amount of provision for teaching adult literacy, numeracy and ESOL was being delivered in FE but none was identified that is designed for the delivery of basic skills in a WBL setting
- WBL provision that is relevant to the work based learning workforce predominantly consists of Learning and Development awards

Nature of gaps

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

Institutional weaknesses – there may be a poor supply of labour to the sector due to inherent barriers such as lower salaries; poor image and the move towards bilingualism.

Likely impact if not addressed

The quality of future provision of learning will be effected detrimentally unless the sector can profile itself in such a way to overcome the recruitment barriers that have been identified and appeal to the breadth of employment motives of future recruits.

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

- leadership and management
- learning delivery
- learner engagement and customer care
- ICT
- employer engagement
- *this issue was also raised in, and therefore related to, the multi agency and partnership working theme.*

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.

4.7 ICT

LAIS was the only constituency where ICT was identified as an important skills issue. The LAIS sector is in the process of extending its traditional role in society as lending and information service providers, and is already utilising the benefits of ICT in general with high levels of ICT hardware use and training provided to staff, along with internet training. In a constituency now heavily dependent on ICT, LAIS staff continue to require skills updating in order to keep pace with technological change and upskilling in response to more sophisticated demands from customers.

In Wales, the Public Library Standard 28 demands free basic support in core ICT services by March 2008. Library authorities should provide information literacy sessions for users. WPLS 29 says that library authorities should offer a variety of virtual and interactive facilities to the public by March 2008 including access to online community information services and online library catalogues in Wales and e-government services and e-learner support services. This is an example of the developing synergies between the LAIS and the CL&D constituencies.

Employers and stakeholders identified the following specific skills needs:

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

Employers surveyed by phone identified ICT skills shortages in the CLD constituency. No ICT skills needs specific to the FE, HE or WBL constituencies were identified.

Occupational groups affected

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

Demand side evidence

- in Wales, LAIS employers reported skills shortages predominantly among professionals and at level 4 in recruiting both managers and professionals. There were also particular shortages at level 2 when recruiting manual staff. Employers surveyed by phone reported particular shortages in relation to ICT skills
- the isNTO report found that two fifths of employers felt current staff had the ICT skills necessary to meet the future needs. 28% of employers said ICT skills gaps should be met by training existing staff, 18% wanted to recruit new staff, 17% recommending outsourcing
- stakeholders identified mixed priorities including professional/technical/practical skills such as building databases, digitisation and digital content creation
- participants in future scenarios workshops anticipated a growing demand for professionals to have knowledge management and ICT skills

Supply side evidence

- no instances of FE provision for ICT in a CLD context were found. Generic ICT provision is plentiful and may be suitable
- no ICT specific provision was identified for the FE constituency.
- WBL provision related exclusively to youth work and could not be identified as contributing to skills priorities
- provision offered by FE and WBL for LAIS in Wales was small with little evidence that it addressed constituency specific skills needs
- almost three quarters of employers in Wales reported that professional staff undertook their CPD through a variety of sources, whereas almost half of employers indicated that paraprofessional staff used various sources
- one third of employers in Wales were dissatisfied with the CPD activities undertaken by their professional staff. Around a quarter were dissatisfied with the paraprofessionals' CPD activities

Nature of gaps

Market gaps – these 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 upskilling 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

- learner engagement and customer care
- learner delivery
- leadership and management
- recruitment and retention
- *this issue was also raised in, and therefore related to, the employer engagement theme.*

Related proposals

This overarching theme links directly with:

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

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. WALES 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). This included an extensive exercise to collate suggested solutions identified as part of the Stage 3 consultation process, the findings of which were refined into a suite of 10 solutions following an internal LLUK ‘think tank’ session. These solutions will now be developed as LLUK progresses through Stages 4 and 5 of the SSA to meet constituency. This section gives an outline Of the 10 proposed solutions, aims and the current context In Wales. .

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

In the Lifelong Learning Sector the term ‘Professionalising’ will have a variety of different meanings in different areas of the sector. In some areas it means the attainment of a professional qualification, in others it means behaving in a professional way, and in accordance with certain values. In seeking to explore the concept of ‘professional standing’ across the lifelong learning sector workforce – what does this mean and for which areas of the sector could this approach potentially support individual progression and recruitment difficulties – LLUK will be seeking to include the needs of employers and their employees/volunteers, whether full time or part time

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 4 nations with key Government departments to consider a UK wide approach to developing standards for lecturers, teachers, tutors and trainers. This also encompasses teaching roles in libraries, archives and information services.

Current situation in Wales:

The Learning Country: Vision into Action addresses the need to drive up standards of teaching and attainment in all learning settings, valuing and supporting practitioners to achieve this. The commitment to practitioner’s states that the Welsh Assembly Government will: develop and improve flexibility of deployment within and across sector boundaries; and explore ways of paralleling developments on induction and early professional development that have been introduced for teachers, for other staff within and beyond the school setting. On 280307 a Ministerial Decision Notice was posted on the WAG website stating that *‘work should begin to explore the legislative and delivery requirements needed to extend the current role of the General Teaching Council for Wales (GTCW) to act as the body responsible for the licence to practice for teachers, tutors, and trainers in the lifelong learning sector in Wales’*. Some employers have expressed concern that whilst GTCW is welcomed as a Wales Based solution, it has little relevance to, or experience of, the post compulsory sector. Employers have expressed an interest in wider consultation happening in this area.

Aims of this solution:

- to formulate and agree the concept of ‘professionalisation’ across the lifelong learning sector
- to provide a framework and opportunity for staff across the sector to gain professional standing in order to support career progression from a non-professional to a professional role, where applicable
- support the establishment of a cross constituency registration body in Wales.

Action for LLUK:

- explore with constituencies in Wales what ‘professionalising’ may mean, including the implications for cross constituency terms and conditions
- explore with stakeholders the implications/requirements behind the ministerial decision notice 28/03/07
- work with stakeholders and employer groups to define more closely any emerging registration and regulation systems in Wales
- linked to the requirements of registration, consult with the sector to understand the benefits of establishing a licence to practice to support recognition of the Lifelong Learning Sectors professional status and role both within the sector’s and in other sectors of the UK economy
- 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 in Wales across the constituencies
- work with LLUK in the development of the underpinning National Occupational Standards and Sector Qualification Strategy.

Impact and added value:

- developing the workforce to an acknowledged ‘Professional’ standard would ensure greater consistency of learner/ learning experiences across all constituencies
- 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 those in the schools workforce
- this will develop within the sector the concept of practising ‘professionally’ rather than becoming professionals. This will ensure parity and allow for increased movement across the sector.

Links to the 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, currently being developed across the SfBn.

5.2 Development of an integrated Continuing & Professional Development (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 Wales identified and supported a need for a more consistent approach to the application of CPD across the whole of the sector – this will become increasingly important dependant upon outcomes of discussions/ actions on the ‘professionalisation’ agenda. LLUK acknowledges that this activity should not duplicate existing good practice but aims to focus on working with partners to explore options for the development of CPD frameworks and build a definition of what a CPD definition, strategy and framework could look like for the sector. There is currently no clear consensus about what CPD means across the constituent parts of the lifelong learning sector.

Successful delivery and development of this aspiration will be reliant on effective collaboration in terms of sharing best practice and current developments within this area.

LLUK seeks clarity and aims to deliver joined up thinking around CPD frameworks for the lifelong learning sector in the longer term.

Questions for consideration:

- what does CPD mean for each constituency?
- should CPD be a mandatory requirement at a national level, linked to maintaining a licence to practice for certain roles, as with other professions?
- how will CPD support the individual rather than the institution?
- could the concept of an ‘entitlement’ to CPD be introduced?

Current situation in Wales:

Whilst CPD schemes already exist for some roles in some constituencies, e.g. LAIS; and a mix of both formal (contractual) and informal arrangements exist in other constituencies there is not a recognised CPD framework for all learning professionals.

As identified above, certain constituencies within the Lifelong Learning Sector in Wales do not currently have a defined CPD strategy and framework. The general direction of travel in Wales is to break down the barriers between the schools sector and the lifelong learning sector, to enable the 14-19 curriculum to be effectively delivered by a variety of practitioners, in a variety of settings. In May 2002, the General Teaching Council for Wales (GTCW) submitted to the Welsh Assembly Government a policy advice paper on CPD in Schools in Wales entitled "Continuing Professional Development: An entitlement for all". The Assembly Government supports the general principles set out in the GTCW's advice paper. This consultation document builds on that advice and sets out a way forward for developing the future shape of CPD in Schools in Wales.

In support of the developing the ‘professionalisation’ agenda, LLUK will need to draw together best practice from established CPD projects, models and frameworks in use across other parts of the sector as well, including HE, non-teaching staff LAIS, and Schools.

Aims of this solution:

- to create a strategy/framework/model for CPD across our constituencies within Wales
- to map existing CPD frameworks and models in the lifelong learning sector and schools sector with a view to creating an overarching CPD framework for the whole lifelong learning sector (excluding but articulating with Schools) in Wales
- to create an accepted definition of CPD across Wales and constituencies
- to investigate the possibility of gaining CPD recognition for work experience
- to case study CPD best practice so it can be shared across smaller organisations/institutions/nations
- to ensure that there is an appropriate entitlement and offer of CPD to staff at all levels, on different contractual bases including volunteers and across all constituencies
- to ensure sustainability of funding related to CPD activities.

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 Wales and across the lifelong learning constituencies/ nations
- 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
- work with the sector in Wales to create an accepted definition of 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 LLUK explores the feasibility of developing a CPD model across the sector 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 strategy/ framework/ model for Wales which articulates to the UK level, to enable parity of professional status to be retained across the UK labour market and throughout an individual's career.

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 / strategy/ model will ensure that all staff within the lifelong learning workforce in Wales, 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 and 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 other SSCs' SSAs. Effective delivery to learners is reliant on a blend of pedagogical skills and industrial skills updating. There are a variety of options for working with other SSCs to provide industrial 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 parts of the lifelong learning sector. It is critical to note that CPD for lifelong learning staff is being demanded from across industry sectors and expressed within SSAs as demonstrated by Construction Skills/ CITB.

5.3 Develop a ‘skills for learning professionals’ qualifications framework

Develop a ‘skills for learning professionals’ skills and qualifications framework to sit within the Sector Qualifications Strategy. This would act as an introduction to working in the lifelong learning sector and support the increasing need to working collaboratively. It would also provide the building blocks for standards and qualifications in the sector. Ultimately this work should place a greater emphasis on implementing National Occupational Standards across the sector and also on 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 consultations are:

- employer engagement
- information learning technology
- learner support/customer care
- multi-agency/ partnership working.

Current situation in Wales:

LLUK currently is the custodian of a range of National Occupational Standards. Many of these standards have been used to develop qualifications in each of our constituencies. In addition to this there are examples of excellent practice where LLUK standards have been used to develop workforce development tools to assist with recruitment induction, performance management and appraisal.

The Qualification and Curriculum Division of the Department for Children, Education, Lifelong Learning and Skills is currently working with the Council for Curriculum Examinations and Assessment (CCEA) and Qualifications Curriculum Authority (QCA) in Northern Ireland to develop a new Qualifications and Credit Framework for all qualifications developed for the sector.

The concept of a ‘framework’ of standards and credit based qualifications would assist individuals within the lifelong learning sector to select credits which are appropriate for their current role and for future career development.

There is a recognised need in Wales to develop an employer engagement strategy which supports employer engagement at a local level, at a Wales level, and within the context of UK. Individual organisations currently engage with employers in different ways and for different purposes, and at Local Authority level, Community Consortia for Education and Training (CCET) have been operating for several years, to aim to bring ‘supply side’ institutions together with local employers. CCETs have recently undergone a strategic review and an Employer Engagement Task force has been established to ‘*specifically look at how employers can be encouraged to play a stronger role in the critical 14-19 years*’ Jane Davidson, Minister for Education, Lifelong Learning and Skills, Keynote Speech at Leitch Conference 1st March 2007

As reflected in the Beecham Report: Beyond Boundaries, (WAG, 2006) the improvement of partnership working is fundamental in achieving coherence across shared agendas in Wales.

It is essential that LLUK supports the sector in Wales to maximise opportunities created by ILT and the emphasis currently being placed on the development of ICT and ILT strategies across the lifelong learning sector.

Aims of this solution:

- to provide a clear framework and common core of skills that apply 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 also 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 National Occupational Standards 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 passport and license to practice programmes being run by other SSCs.

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

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

Current situation in Wales:

This solution would look at examples of best practice programmes from all 4 Nations such as the Centres for Excellence in Teacher Training (CETTs) in England and develop models for collaboration across other constituencies within the lifelong learning sector in the other nations. The emphasis in the CETTs is on sharing good practice and improving CPD. 11 CETTs have been established in England, all of which are consortia of providers working together.

This work in Wales would also review the recommendations from the Furlong Report (2006) to see if the recommendations for the reconfiguration of Initial Teacher Training provision for schools impact upon the learning and skills sector. It would also give the opportunity of looking at other models from elsewhere in the UK, e.g. the CETTs programme in England and explore viability for Wales perhaps through UK partnerships. Feedback from Stage 3 consultations has suggested that due to the size of the lifelong learning sector in Wales this work may well also include the possible development of standards and benchmarking for driving up levels of excellence within the lifelong learning sector there.

As reflected in the Beecham Report: Beyond Boundaries, (WAG, 2006) the improvement of partnership working is fundamental in achieving coherence across shared agendas in Wales. *'Partnership is difficult and needs the investment of time, resources and leadership, but it has a key role to play in delivering significant improvement in services. To achieve this, the whole architecture of public services, and the culture, skills and behaviours of those who work in them, must be made more conducive to shared delivery. The Assembly Government will need rapidly to develop the capacity to deal with local service providers in a joined-up way. To demonstrate what can be achieved by working across boundaries, locally and centrally, the Welsh Assembly Government should encourage more ambitious joint action, in areas where capacity and relationships are sufficiently strong to support this.'*

Aims of this solution:

- through collaboration and partnership support the desired improvements in Public Sector efficiency and effectiveness.
- provide a model for developing collaborative working across the lifelong learning sector in Wales
- explore the viability and demand for centres for excellence in teacher training across the five constituencies in Wales including the Welsh Medium/ Bilingual Pedagogy development
- to work with the sector to establish sources of Labour Market Intelligence (which articulate across the sector), standards and benchmarking for driving up excellence within Wales, including Welsh Medium/ Bilingual Pedagogy development.

Action for LLUK:

- LLUK needs to ensure appropriate terminology and approach is developed for the constituencies in Wales to ensure inclusion across the sector
- explore with the sector and partners in Wales possible collaboration models.

Support from lifelong learning employers to:

- work with LLUK to explore and develop potential models of collaboration across the sector
- work with LLUK to explore demand relating to Centres for Excellence in Wales
- work with LLUK to develop sharing of best practice.

Impact and added value:

- improved sharing of good practice across constituent parts of the sector
- a 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 work with the SfBn to determine the potential impact on the lifelong learning workforce from these actions.

5.5 Support lifelong learning employers in the move towards demand led learning and training opportunities

A culture change is taking place in the planning and delivery of education and training. Much of this is being driven by the Leitch Review of Skills. There is a move from the more traditional planning-led provision to demand-led provision – a key component of demand being the emerging requirements of other sectors as evidenced in SSAs from the other 24 SSCs.

This culture change will have a huge impact on staff in the lifelong learning sector in terms of how learning is delivered, how courses are funded and many other aspects of their work. There is a need for a programme of support to assist lifelong learning employers to make this transition in Wales and to develop and nurture skills relating to employer engagement.

Current situation in Wales:

There is currently a focus in Wales on successful demand/ supply side engagement to ensure that available provision and support is driven by what industry demands, the economy demands, communities demand and what citizens demand. LLUK can support the workforce to respond to this challenge effectively and improve links with industry and engagement levels in some parts of the sector.

The National Planning Framework complements the National Funding System and together they form the NPFS. The framework has been designed to inform and improve decision-making by highlighting strategic *priorities for change* to post-16 learning and education to be supported by the Welsh Assembly Government and its learning providers at national, regional, sub-regional and local level. It is also a framework that seeks to respond to the needs of learners, businesses, communities and the Welsh economy.

As part of the National Planning and Funding System currently being implemented, DELLS produces an Annual Learning and Skills Assessment that highlights priorities for funding and policy development for forthcoming years.

Aims of this solution:

- to ensure lifelong learning employers are fully supported in the transition from supply to demand-led provision
- to assist lifelong learning employers in developing their employer engagement strategies, skills and practices.

Action for LLUK:

- LLUK to build partnerships with SfBn to investigate sector specific elements identified through Impact Review findings
- 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 in employer engagement.

Impact and added value:

- increased alignment between all 'demand' for, and supply of, learning
- reconfiguration of qualifications to credit based bite sized learning compatible with Credit and Qualifications Framework Wales
- increased Learner attainment.

Links to the LLUK Impact Review:

Collaborative action with other SSCs could help link lifelong learning employers to employers in industry. LLUK has the opportunity to work with the SfBn in the Business Interchange programme. This will provide industrial updating for teachers through placements with employers but needs further exploration within Wales.

5.6 Develop sector wide career pathways

In this solution, the term 'career' is used to describe the variety of roles that an individual will undertake during their working life. The roles may be both paid/voluntary and full time/part time. The pathway may include upward/downward/sideways progression (in terms of complexity of role), with choices being driven by individual circumstance. The aim of this solution is to enable individuals and employers to recognise the transferable nature of skills across the lifelong learning sector, thus supporting informed choice and maximising options for both the individual and the employer.

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 Careers Wales, HEI Careers service and other IAG services to support entry, CPD and labour market mobility within the sector. Profiling the sector as a profession is another important dimension of the sector 'professionalisation' agenda

Current situation in Wales:

There are currently no clear progression routes or career pathways that map across the whole lifelong learning sector in any of the 4 nations. Within the Lifelong Learning sector in Wales career pathways tend to be individual within each constituency. There has been no real recognition of the lifelong learning sector, as defined by LLUK, as an holistic sector with entry and progression routes for defined career development opportunities.

Aims of this solution:

- to provide a 'framework' of career routes across the lifelong learning sector
- to ensure there is positive image of the sector
- to work with partners to develop resources to support career planning services
- to overcome sector recruitment and retention barriers.

Action for LLUK:

- map existing career routes, sector wide transferable skills 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
- support the development of case studies profiling individuals' career progression.

Impact and added value:

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

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

Stage 3 consultation work in Wales has identified a lack of strategic careers guidance for the lifelong learning sector that is affecting entry to the sector and movement within it. It is critical that LLUK works with the sector and its partners to develop a knowledge bank of support for IAG professionals in order to support the attraction of new entrants.

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

Current situation in Wales:

Currently there is no one comprehensive source of information about careers that spans the lifelong learning sector. The sector has some issues with image which impacts on recruitment and retention. The creation of the knowledge bank is closely connected to the work on the careers pathways and with this information much clearer guidance will be available to both people within and outside of the sector.

Wales has its own all age career planning and guidance system, Careers Wales, which is funded by the Welsh Assembly Government and contributes to the Welsh Assembly Government's Lifelong Learning Agenda to encourage people to engage in learning, skills, and career development, leading to economic prosperity for individuals and the nation as a whole.

As well as providing careers information and advice, Careers Wales manages services such as the learndirect telephone helpline, Workforce Development, Education Business Partnerships, Business Support Services, Youth Gateway and CLIC, the national information and advice service for young people aged 11-25.

In HE the Wales Higher Education Careers Services (WHECS) offers a co-ordination service across the Universities in Wales and provides access to information on occupations, vacancies, career planning workshops and assistance with job seeking strategies. The Higher Education and Research Opportunities website in the UK (HERO) site acts as a gateway to the UK's higher education system and relevant organisations within the sector and includes information on employment, training, working practice and how policy and government impacts on HE organisations.

Aims of this solution:

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

Action for LLUK:

- review current IAG practice within Wales
- map existing career routes and the future structure of sector
- review the LLUK IA service – possibly with a view to its 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 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 that will ensure more consistent delivery of careers advice across the sector and that parts of the sector which traditionally have difficulties in attracting staff have increased opportunities to do so.
- increased movement of employees across constituencies could boost retention rates within the whole sector
- a knowledge bank would help new entrants with their personal career planning and raise awareness of different opportunities for 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 the industry but can pass on their skills by going into teaching, or forms of vocational assessment and verification.

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

Targeted recruitment programmes are needed to encourage people to either move within the lifelong learning sector or consider the sector as a career choice.

Current situation in Wales:

Across the lifelong learning sector in Wales there is a demand for a wide range of recruitment programmes to profile each constituency within the sector as a career choice. This solution should increase profile and sector image and develop more opportunities for new entrants into the sector from more diverse backgrounds in Wales, in particular to address shortages in:

- vocational learning delivery for teachers, tutors and trainers
- basic skills, ESOL, Key Skills and Bilingual delivery for teachers, tutors and trainers
- specialist staff needs (e.g. marketing directors, funding directors)
- future demand for technical skills particular to the LAIS workforce.

As with other areas of the UK, the Lifelong Learning Sector in Wales has a higher than average age profile of employees within the sector. Wales also shares the UK's ageing population profile, and associated targets for increasing learning amongst adults. Collectively these issues create a demand for a perpetual recruitment stream to replenish the number of posts left vacant due to retirement and general turnover, and to support the development of the increased capacity requirements needed to support the increased targets for post compulsory learning.

ESOL is a Basic Skill included in the Welsh Assembly Government's National Basic Skills Strategy. ESOL need and demand has been highlighted in the Welsh Assembly Government's research papers 'Insight Asylum Seekers and Refugees', July 2005 and 'Ethnic Minority Research', May 2006, and in the 'Refugee Inclusion Strategy' consultation paper, Nov 2006. There are serious concerns regarding the capacity of some areas in Wales to meet the demand for ESOL due to: widespread rapid increase of need; target enrolments exceeded with maximum possible expansion; large waiting lists; acute shortage of specialist trained teachers; insufficient funded time to effectively support the learning process and issues related to resources. There is an acute shortage of ESOL specialist teachers. To facilitate effective learning and ensure quality provision ESOL teachers need to be appropriately trained specialists. The paucity of such teachers is reaching crisis point in some areas.

The Basic Skills Agency project in the post-16 sector, there is a shortage of qualified basic skills teachers. Many work part-time, sometimes for very few hours a week, and the most experienced are often in non-teaching co-ordinating roles. We need to attract more people into this area and retain them by improving their career and pay prospects and by establishing a clear qualifications framework to which is attached high-quality, accessible training.

Aims of this solution:

- to address key skills shortages within the sector as identified through the Stage 3 gap analysis work and attract new recruits to the sector from more diverse backgrounds

- to improve the image of working in the lifelong learning sector.

Action for LLUK:

- LLUK will work with key partners within the careers guidance field in Wales and across the SfBn 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 salaries in the sector 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 subject specific skills shortages across Wales.

Support from lifelong learning employers to:

- continue to develop innovative routes into the sector which take into account work based skills and experience
- to continue to offer on the job training to develop pedagogical skills in new entrants to the sector
- offer support and promotion of recruitment campaigns and programmes as appropriate.

Impact and added value:

- a coordinated series of recruitment programmes would help to address recruitment and retention issues in the sector
- ensuring the future recruitment 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 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 3 nations, in Wales 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.

LLUK is engaged in the development of Management and Leadership Standards through the Management and Leadership Champions scheme in the SfBn.

Current situation in Wales:

The key stakeholders for Leadership and Management for the Lifelong Learning Sector in Wales are Wales Management Council (WMC) and Public Service Management Wales. In 2005, the Wales Management Council have undertaken research which has identified that there is no lack of such opportunities, but the fundamental problem is that most businesses and organisations have little or no idea of what is out there. WMC believe there is a pressing need to discuss this problem further with a wide range of people involved, directly or indirectly, in the provision of information about management and leadership development in Wales, and are organising a conference to support this agenda in September 2007. In 2005, DYSG commissioned a review of Leadership and Management Training Opportunities for the Post 16 Education and Training Sector in Wales, which outlined the current situation and included proposals for development.

Aims of this solution:

- to build on existing work and refresh the leadership and management map (DYSG 2005) of provision and engagement across the whole of the lifelong learning sector within Wales
- to build on current leadership and management strategies within the 4 nations and ensure the needs of the lifelong learning sector are accommodated
- to understand where there are gaps in the lifelong learning sector in terms of leadership and management provision, building on the Stage 2 findings
- to facilitate transferability across the sector at managerial level and ensure that all groups have equal opportunities to achieve leadership and management positions.

Action for LLUK:

- LLUK to work with partners to identify and develop a framework of appropriate leadership and management standards, qualifications, programmes as appropriate for the sector
- LLUK to carry out increased research with employers into the qualifications profile with regards to leadership and management across the sector
- LLUK to carry out wider consultation on leadership and management National Occupational Standards to ensure they meet the needs of the sector in Wales and also to ensure UK wide acceptance
- LLUK to negotiate a strategy for Wales that will closely articulate with other Nations across the UK and embrace all LLUK sectors. To include a development framework that includes Leadership and Management training interventions

required across the sector and at all levels of management progression including the Public Service 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 at a variety of levels
- the development of a leadership and management strategy across the sector will bring clarity to the use of management and leadership National Occupational Standards 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
- the UK wide dimension of the Leadership and Management strategy will protect Labour Market mobility across the nations (beneficial from an individual/employer perspective) and thereby will protect the quality of the labour market pool within each Nation (beneficial from a Sector/Nation perspective) at any one time.

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

New technology is transforming the way learning is delivered across the UK. Assessment of Vocational Learning, for example, can be carried out by the learner being videoed doing a task and the assessor watching from a remote location at a different time or date. Virtual Learning Environments (VLEs) for example are used by colleges and universities to great effect alongside many other tools such as interactive whiteboards. It is essential that the lifelong learning workforce is equipped to keep up with the pace of change presented by technology in terms of,

- up-skilling learning delivery staff to deliver more learning through the mediums of technology (ILT), and;
- up-skilling all staff in the use of technology (ICT).

One of LLUK's predecessor bodies, FENTO, developed a set of e-learning application guides, known as 'E-Guides, Training Programme for Adult Education' to support both Teacher Tutors and Trainers and managers in developing their use of e-learning across the curriculum.

Current situation in Wales:

It is essential that LLUK works with the sector in Wales to facilitate the emphasis currently being placed on the development of ICT and ILT strategies across the lifelong learning sector.

DYSG, DELLS host an annual e-learning conference, where seminars focus on key aspects of ILT and enable best practice from within and outside of Wales to be shared on a practical basis. ILT champions are used in the FE system to provide support to staff in using technology for learning delivery.

Under the Annual Learning and Skills Assessments for 2006 - 2009, WAG identified "a need to improve the IT skills of 424,008 people in Wales over the next 4 years and that 25% of the current working population had IT user skills gaps. Priority 4 stated ' Working with E Skills UK the Welsh Assembly Government will seek to realign the funding of IT user provision to the ITQ and those qualifications that contribute to the ITQ. WAG will also seek to ensure that all learners are able to complete the E Skills Passport prior to undertaking an IT user qualification."³

Libraries, Archives and Information Services have an increasing role in supporting community based access to learning, and providing Information, Advice and Guidance services. For instance, on a small scale, 'The People's Network' widened the use of ICT across Wales through training Library staff in the skills needed to support the public when using ICT. Libraries staff are only able to fulfil their function of supporting the public if their own skills are equal to or greater than citizens they support. This programme now needs to be built upon.

³ Annual Learning and Skills Assessment 2006 – 2009
http://new.wales.gov.uk/docrepos/40382/4038232/403821/Reports/ALSA_2006_Final-e.pdf?lang=en

Higher Education Funding Council Wales (HEFCW) has recently developed an E Learning Strategy which is likely to have implications for staff development, which will need to be taken into account when the strategy has been finalised following employer/stakeholder consultation.

The Open University has a range of support guides and useful documentation with regards to developing and implementing ILT strategies within teaching. Progress within this area will need to be reviewed and shared across the lifelong learning sector.

Aims of this solution:

- to map the current support mechanisms available in the sector and identify 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 to deliver quality teaching and training using Information Learning Technologies
- to ensure that lifelong learning employers plan for the ICT skills needs of their workforce and that e-learning resources are available to all, and also for customer engagement within the LAIS sector.

Action for LLUK:

- LLUK to work with the sector to develop guidelines relating to operating in and maximising opportunities within this environment could be developed
- increased work to be done in terms of scoping the ILT environment (across interest partners and stakeholders) and research into current provision
- explore with E Skills UK the relevance of the E Learning Passport and the ITQ for the Lifelong Learning Sector.

Support from lifelong learning employers to:

- a core group of employers and stakeholders to work with LLUK to develop innovative methods for ensuring increased numbers of practitioners using ILT as part of their delivery strategies
- commit to including ICT and ILT skills needs in all workforce development planning.

Impact and added value:

- maximising opportunities from technology will provide a workforce that has the necessary skills to respond and capitalise upon the opportunities presented by technological change
- ensure enhanced quality of learning delivery that makes best use of opportunities presented by ICT and ILT
- ILT widens access to learning
- an enhanced experience for all learners.

6. DEVELOPING THE SSA WITH EMPLOYERS AND PARTNERS IN WALES

The tables within this section of the report outline a broad strategy for developing the 10 proposed SSA solutions with employers, partners and stakeholders in Wales. There are numerous stakeholders who will have an interest in LLUK's SSA; as a result the list of stakeholders below is not exhaustive but represents some significant partners who will be the focus of our initial approach. We intend to engage with the 'lead partners' listed below as part of Stages 4 and 5 of the SSA process, but anticipate extended engagement in the long term.

Explore the options for 'Professionalising' all aspects of the lifelong learning workforce			
Key strategic activities	Lead partners	Support partners/ Employer Representatives	Mapping to skills policies
<ul style="list-style-type: none"> Explore and define with constituencies across the lifelong learning sector in Wales what 'professionalising' may mean Carry out subsequent investigation and mapping of associated qualifications and frameworks Define more closely the registration and regulation systems in Wales Work with partners to support the establishment of a cross constituency registration body in Wales Develop work on SQS 	Archives and Records Council Wales CyMAL Community Development Cymru Department for Children, Education, Lifelong Learning and Skills CYFANFED ESTYN General Teaching Council Wales (GTCW) Higher Education Academy (HEA) Higher Education Funding Council Wales (HEFCW) National Library for Wales NIACE Wales TUC WEA Youth Work Standing Committee	In order to scope this work across the sector LLUK will need to work with employer groups in Wales including: CILIP CWVYS Ffowrm Higher Education Wales (HEW) National Training Federation Wales (NTFW) Society of Archivists (SoA) Society of Chief Librarians (SOCL) Wales Council for Voluntary Action (WCVA)	Education for Sustainable Development and Global Citizenship Action Plan (WAG 2005) Wales Iaith Pawb: A National Action Plan for a Bilingual Wales (2003) Wales: A Vibrant Economy (2005), WAG Reaching Higher: Higher Education and the Learning Country (WAG, 2002) The Skills and Employment Action Plan for Wales (2005) WAG The Learning Country: Vision into Action (2007) WAG Young people, youth work, youth service - National Youth Service Strategy for Wales (WAG, 2007). Work-Based Learning Improvement Plan, WAG 2006

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	Support Partners/ Employer Representatives	Mapping to skills policies
<ul style="list-style-type: none"> • Create LLUK guidelines for an integrated CPD framework for Wales • Work with partners to explore the feasibility of the creation of a CPD framework across Wales and across the lifelong learning constituencies. • Work with employers and partners to scope current practice within this area across the sector, case study CPD good practice and identify potential funding opportunities for CPD • Work with the sector in Wales to create an accepted definition of CPD • To work with partners to ensure sustainability of funding relating to CPD activities across the lifelong learning sector 	Archives and Records Council Wales Community Development Cymru Department for Children, Education, Lifelong Learning and Skills CyMAL CYFANFED ESTYN GTCW HEA HEFCW National Library for Wales NIACE Wales TUC WEA Youth Work Standing Committee	In order to scope this work across the sector LLUK will need to work with employer groups in Wales including: CILIP CWVYS Ffowrm HEW NTFW SoA SoCL WCVA	Beecham Report: Beyond Boundaries, review of local service delivery (WAG, 2006) Education for Sustainable Development and Global Citizenship Action Plan (WAG 2005) Wales Iaith Pawb: A National Action Plan for a Bilingual Wales (2003) Wales: A Vibrant Economy (2005), WAG Reaching Higher: Higher Education and the Learning Country (WAG, 2002) The Skills and Employment Action Plan for Wales (2005) WAG The Learning Country: Vision into Action (2007) WAG Young people, youth work, youth service - National Youth Service Strategy for Wales (WAG, 2007).

Explore and develop 'Skills for Learning Professionals'			
Key strategic activities	Lead partners	Support partners/ Employer Representatives	Mapping to skills policies
<ul style="list-style-type: none"> Develop 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 exploration of NOS and identification of case studies around the 4 main areas identified To develop a database of units across the sector to facilitate career progression 	Archives and Records Council Wales Community Development Cymru Department for Children, Education, Lifelong Learning and Skills CyMAL CYFANFED ESTYN GTCW HEA HEFCW National Library for Wales NIACE SfBn Wales TUC WEA Youth work Standing Committee	In order to scope this work across the sector LLUK will need to work with employer groups in Wales including: CILIP CWVYS Ffowrm HEW NTFW SoA SoCL WCVA	Beecham Report: Beyond Boundaries, review of local service delivery Iaith Pawb: A National Action Plan for a Bilingual Wales (2003) Wales: A Vibrant Economy (2005) WAG Education for Sustainable Development and Global Citizenship Action Plan (WAG 2005) Wales Reaching Higher: Higher Education and the Learning Country (WAG, 2002) The Skills and Employment Action Plan for Wales (2005) WAG The Learning Country: Vision into Action (2007) WAG Young people, youth work, youth service - National Youth Service Strategy for Wales (WAG, 2007).

Develop collaborative working across the lifelong learning sector to recognise and disseminate good practice			
Key strategic activities	Lead partners	Support partners/ Employer Representatives	Mapping to skills policies
<ul style="list-style-type: none"> • LLUK need to ensure that the appropriate terminology and approach is developed for the constituencies in Wales to ensure inclusion across the sector • Explore with the sector and partners possible collaboration models • Work with the sector to establish sources of LMI, standards and benchmarking which articulate across the sector 	Archives and Records Council Wales Community Development Cymru Department for Children, Education, Lifelong Learning and Skills CyMAL ESTYN GTCW HEA HEFCW National Library for Wales Wales TUC Youth Work Standing Committee	In order to scope this work across the sector LLUK will need to work with employer groups in Wales including: CILIP Fforwm HEW NTFW SoA SoCL WCVA	CyMAL Action Plan (WAG, 2006) Iaith Pawb: A National Action Plan for a Bilingual Wales (2003) Wales: A Better Country (WAG, 2003) Beecham Report: Beyond Boundaries, review of local service delivery (WAG, 2006) Education for Sustainable Development and Global Citizenship Action Plan (WAG 2005) Wales Wales: A Vibrant Economy (2005), WAG Reaching Higher: Higher Education and the Learning Country (WAG, 2002) The Skills and Employment Action Plan for Wales (2005) WAG The Learning Country: Vision into Action (2007) WAG Young people, youth work, youth service - National Youth Service Strategy for Wales (WAG, 2007). Work Based Learning Improvement Plan, WAG 2006 14-19 Pathways Guidance, WAG, 2006

Support lifelong learning employers in the move towards more learner-centred/ demand led training opportunities			
Key strategic activities	Lead partners	Support partners/ Employer Representatives	Mapping to skills policies
<ul style="list-style-type: none"> Map existing good practice and mechanisms Develop standards as set out in the 'Skills for Learning Professionals' framework Work with employers across the lifelong learning sector to assist in developing their employer engagement strategies, practices and skills Consider outcomes of the LLUK Impact Review and develop mechanisms for sharing SfBn intelligence across the lifelong learning sector 	Archives and Records Council Wales CyMAL Community Development Cymru CYFANFED Department for Children, Education, Lifelong Learning and Skills ESTYN GTCW HEA HEFCW National Library for Wales NIACE SfBn Wales TUC WEA Youth Work Standing Committee	In order to scope this work across the sector LLUK will need to work with employer groups in Wales including: CILIP CWVYS Ffowrm HEW NTFW SoA SoCL WCVA	Beecham Report: Beyond Boundaries, review of local service delivery (WAG, 2006) CyMAL Action Plan (WAG, 2006) Education for Sustainable Development and Global Citizenship Action Plan (WAG 2005) Wales Iaith Pawb: A National Action Plan for a Bilingual Wales (2003) Reaching Higher: Higher Education and the Learning Country (WAG, 2002) Wales: A Vibrant Economy (2005), WAG The Skills and Employment Action Plan for Wales (2005) WAG The Learning Country: Vision into Action (2007) WAG Youth people, Youth work, Youth service Strategy for Wales

Develop sector wide career pathways			
Key strategic activities	Lead partners	Support partners/ Employer Representatives	Mapping to skills policies
<ul style="list-style-type: none"> Map existing career routes and map future structure of sector Support employers and individuals within the sector to recognise the transferable nature of skills across the sector Explore best practice within the SfBn and the development of career pathways within other SSCs 	Archives and Records Council Wales CyMAL CYFANFED Community Development Cymru ESTYN Careers Wales Department for Children, Education, Lifelong Learning and Skills GTCW HEA HEFCW National Library for Wales NIACE SfBn Wales TUC WEA Youth Work Standing Committee	In order to scope this work across the sector LLUK will need to work with employer groups in Wales including: CILIP CWVYS Ffowrm HEW NTFW SoA SoCL WCVA	Beecham Report: Beyond Boundaries, review of local service delivery (WAG, 2006) Education for Sustainable Development and Global Citizenship Action Plan (WAG 2005) Wales Iaith Pawb: A National Action Plan for a Bilingual Wales (2003) Reaching Higher: Higher Education and the Learning Country (WAG, 2002) Wales: A Vibrant Economy (2005), WAG The Skills and Employment Action Plan for Wales (2005) WAG The Learning Country: Vision into Action (2007) WAG Young people, youth work, youth service - National Youth Service Strategy for Wales (WAG, 2007).

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	Support partners/ Employer Representatives	Mapping to skills policies
<ul style="list-style-type: none"> Review current IAG practice within Wales Work with partners to develop resources to support IAG and career planning services Review the LLUK IA service with a view to it becoming the hub of information on career pathways within the lifelong learning sector and connecting the IA service with IAG services across the 4 nations. Review work underway through the SfBn around IAG 	Archives and Records Council Wales Community Development Cymru CyMAL CYFANFED Department for Children, Education, Lifelong Learning and Skills ESTYN Careers Wales GTCW HEA HEFCW National Library for Wales NIACE SfBn Wales TUC WEA Youth Work Standing Committee	In order to scope this work across the sector LLUK will need to work with employer groups in Wales including: CILIP CWVYS Fforwm HEW NTFW SoA SoCL WCVA	Beecham Report: Beyond Boundaries, review of local service delivery (WAG, 2006) Education for Sustainable Development and Global Citizenship Action Plan (WAG 2005) Wales Reaching Higher: Higher Education and the Learning Country (WAG, 2002) Iaith Pawb: A National Action Plan for a Bilingual Wales (2003) Wales: A Vibrant Economy (2005), WAG The Skills and Employment Action Plan for Wales (2005) WAG The Learning Country: Vision into Action (2007) WAG Young people, youth work, youth service - National Youth Service Strategy for Wales (WAG, 2007).

Recruitment programmes			
Key strategic activities	Lead partners	Support partners/ Employer Representatives	Mapping to skills policies
<ul style="list-style-type: none"> Work with key partners within the careers guidance field in Wales and across the SfBn to develop recruitment programmes and ensure accurate information and resources are available Work with the SfBn to scope subject specific skills shortages across Wales 	Archives and Records Council Wales Community Development Cymru CyMAL CYFANFED Department for Children, Education, Lifelong Learning and Skills ESTYN Careers Wales GTCW HEA HEFCW National Library for Wales NIACE SfBn Universities Careers Service Wales TUC WEA Youth Work Standing Committee	In order to scope this work across the sector LLUK will need to work with employer groups in Wales including: CILIP CWVYS Fforwm HEW NTFW SoA SoCL WCVA	Beecham Report: Beyond Boundaries, review of local service delivery (WAG, 2006) Education for Sustainable Development and Global Citizenship Action Plan (WAG 2005) Wales Iaith Pawb: A National Action Plan for a Bilingual Wales (2003) Wales: A Vibrant Economy (2005), WAG The Skills and Employment Action Plan for Wales (2005) WAG The Learning Country: Vision into Action (2007) WAG Young people, youth work, youth service - National Youth Service Strategy for Wales (WAG, 2007).

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	Support partners/ Employer Representatives	Mapping to skills policies
<ul style="list-style-type: none"> To build on existing and work and refresh the leadership and management map of provision across the sector in Wales Further consultation on draft leadership and management NOS in Wales Map work underway across the SfBn Map other related existing and developing NOS e.g. learning and development, LAIS, Youth Work, learning support practitioners 	Archives and Records Council Wales Community Development Cymru CyMAL CYFANFED Department for Children, Education, Lifelong Learning and Skills ESTYN GTCW HEA HEFCW National Library for Wales NIACE PSMW SfBn Wales Management Council Wales TUC WEA Youth Work Standing Committee	In order to scope this work across the sector LLUK will need to work with employer groups in Wales including: CILIP CWVYS Fforwm HEW NTFW SoA SoCL WCVA	Iaith Pawb: A National Action Plan for a Bilingual Wales (2003) Reaching Higher: Higher Education and the Learning Country (WAG, 2002) Wales: A Vibrant Economy (2005), WAG The Skills and Employment Action Plan for Wales (2005) WAG The Learning Country: Vision into Action (2007) WAG

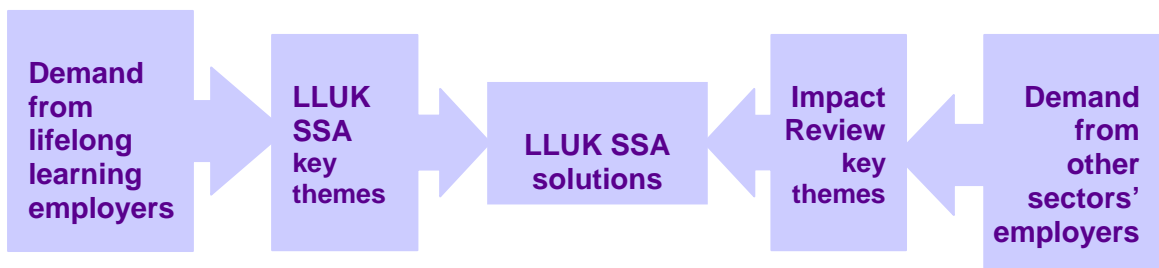
Develop the business case and resources to support the use of technology in the sector, particularly relating to information learning technology			
Key strategic activities	Lead partners	Support partners/ Employer Representatives	Mapping to skills policies
<ul style="list-style-type: none"> • Work with partners to map current support mechanisms available across the sector • To future proof the lifelong learning workforce by introducing changes to keep up with technological change • To work with partners to support the lifelong learning workforce to deliver quality teaching and training using Information Learning Technologies • Gather best practice examples on use of ILT in Wales 	Archives and Records Council Wales Community Development Cymru CYFANFED CyMAL Department for Children, Education, Lifelong Learning and Skills ESTYN GTCW HEA HEFCW JISC National Library for Wales NIACE SfBn Wales TUC WEA Youth Work Standing Committee	In order to scope this work across the sector LLUK will need to work with employer groups in Wales including: CILIP CWVYS Fforwm HEW NTFW SoA SoCL WCVA	CyMAL Action Plan (WAG, 2006) Iaith Pawb: A National Action Plan for a Bilingual Wales (2003) Reaching Higher: Higher Education and the Learning Country (WAG, 2002) Wales: A Vibrant Economy (2005), WAG The Skills and Employment Action Plan for Wales (2005) WAG The Learning Country: Vision into Action (2007) WAG Work based learning improvement plan (WAG, 2006d)

7. WHAT IS THE IMPACT REVIEW?

LLUK occupies a unique position within the Skills for Business network, representing both the supply and demand side of skills delivery for this sector. 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 is a review 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 where SSA final reports were available to review. Further research will be undertaken as the final tranche of SSAs is 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. 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 in section 5 of this Stage 3 report.

7.2 Overview of key SSA themes

Work carried out on the Impact Review to date has identified a series of common themes which are emerging across SSAs so far analysed. 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 a nation level within Wales, through work with the Sfbn forums which currently exist.

Themes identified to date:

- 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 and potential impact on the lifelong learning workforce

Continuing Professional Development (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 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 by sector and by geography – and therefore could be an important part of workforce development. The drive to establish this has been based primarily on links with the Learning and Skills Council, England (LSC) in England.

7.4 New qualifications and areas of learning

Overview and potential impact on the lifelong learning workforce

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; 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.

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 and potential impact on the lifelong learning workforce

This theme relates to both new institutions and new approaches to delivering learning. The most substantial activities are new institutions for delivery, notably skills academies. 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.

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 enable LLUK to develop an accurate picture of the extent of demand.

Qualifications reform is likely to have a medium to long-term impact. The main current opportunity for impact relates to skills academies. These are the products of an existing programme, part of which has already reached the launch phase.

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

7.6 Capacity building to cater for increased demand

Overview and potential impact on the lifelong learning workforce

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 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.

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 and potential impact on the lifelong learning workforce

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.

Activities to improve the quality of provision will, almost by definition, impact on the lifelong learning workforce. The difficulty is that these improvements 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'.

GLOSSARY

ABI	Association of British Insurers
ACL	Adult and Community Learning
ACLIP	Associate membership, Chartered Institute of Library and Information Professionals
ALI	Adult Learning Inspectorate
ALN	Asynchronous Learning Networks
ALP	Association of Learning Providers
CBAL	Community Based Adult Learning
CDE	Community Development Exchange
CDF	Community Development Foundation
CDL	Community Development Learning
CETTS	Centres for Excellence for Initial Teacher Tutor Training
CILIP	Chartered Institute of Library and Information Professionals
CILIPS	Chartered Institute of Library and Information Professionals in Scotland
CIPFA	Chartered Institute of Public Finance and Accountancy
CLD	Community Learning & Development
CPD	Continuing Professional Development
Cyfanfyd	Education for Global Citizenship in Wales
CyMAL	Museums Archives and Libraries Wales
CWVYS	Council for Wales of Voluntary Youth Services
DEL	Department for Employment and Learning
DELLS	Department of Education, Lifelong Learning and Skills, Wales
ELWa	Education and Learning Wales – National Council for Education and Training for Wales
ENTO	Former 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
FSW	Future Skills Wales
FTE	Full-time equivalent
GCSE	General Certificate in Secondary Education
HE	Higher Education
HEFCW	Higher Education Funding Council for Wales
HESA	Higher Education Statistics Agency
HESDA	Higher Education Staff Development Agency
IA	Information and Advice
IAG	Information Advice and Guidance
ICT	Information and Communication Technology
liP	Investors in People
ILT	Information and Learning Technology
isNTO	Information Services National Training Organisation
IT	Information Technology
ITT	Initial Teacher Training

ITTTE	Initial Teacher / Tutor / Trainer / Educator
LAIS	Libraries, archives and information services
L&M	Leadership and Management
LFS	Labour Force Survey
LLUK	Lifelong Learning UK
LSC	Learning and Skills Council, England
LSDA	Learning and Skills Development Agency
LSN	Learning and Skills Network
MLA	Museums Libraries and Archives Council, UK
NIACE	National Institute for Adult and Continuing Education (England and Wales)
NOS	National Occupational Standards
NQF	National Qualifications Framework
NRP	National Reform Programme
NTO	National Training Organisation
NVQ	National Vocational Qualification
NYA	National Youth Agency, England
PAULO	National Training Organisation for Community-based Learning and Development
PGCE	Post Graduate Certificate in Education
PSA	Public Service Agreement
QIA	Quality Improvement Agency
RES	Regional Economic Strategy
RSP	Regional Skills Partnerships
SCQF	Scottish Qualifications Framework
SIC	Standard Industrial Classification
SIR	Staff Individualised Record
SME	Small- and Medium-sized Enterprise
SNA	Skills Needs Assessment
SOC	Standard Occupational Classification
SSC	Sector Skills Council
SSDA	Sector Skills Development Agency
SVUK	Standards Verification UK
TSO	Third-Sector Organisation
VLE	Virtual Learning Environment
WAG	Welsh Assembly Government
WBL	Work Based Learning
WPLS	Wales Public Library Standard

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

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