

CONSULTATION



FURTHER EDUCATION

SECTOR WORKFORCE DEVELOPMENT PLAN

CONSULTATION VERSION

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SUMMARY

This paper is the consultation version of the Further Education Sector Workforce Development Plan. All the sector's stakeholders, whether they be organisations or individuals, are encouraged to respond to any or all of the questions that are highlighted in the text. You are also welcome to make separate representations on all or any part of the document. Suggested methods of making your response are highlighted in the introduction and again at the end of the document.

Further Education (FE) is the biggest provider of learning opportunities outside the school system in the UK. The sector's 512 Colleges serve more than 4 million learners every year.

The FE sector employs 400,000 staff of whom 56% are lecturers or teachers and a further 13% are employed in roles that directly support learners. Many lecturers are exceptionally well qualified, as they possess higher level technical qualifications in their chosen areas of expertise and graduate or post-graduate qualifications as teachers. However, weaknesses do exist in the overall profile of qualifications as, for example, 12% of course and programme managers and 28% of part-time lecturers are not qualified as teachers.

This consultation paper firstly presents a summary of information that has been previously reported in FENTO's 'Skills Foresight for Education in the United Kingdom' which was published by FENTO, January 2001. It identifies serious shortages of staff, for example IT specialists, lecturers in engineering, construction and accounting, and course or programme managers and leaders.

While the excellent skills of many in the sector are acknowledged a key purpose of FENTO's work is to promote action to address 'skills gaps' in the existing FE workforce. The reader's attention is drawn to widespread reports of skills gaps in relation to the use of Information and Learning Technology (ILT) and lesser weaknesses in a range of other essential skills.

Illustrations of the proportion of Colleges that suffer from some of these other skills gaps are given in the table.

Examples of skills gaps

Skill	Skills gaps (%)
Teaching the disaffected	35
Performance management	35
Supporting on-line learners	34
Generic management skill	21
Pedagogy (generic teaching skills)	20
Research	20

The paper refers to a variety of initiatives and changes that are addressing some of these issues. These include:

- ◆ The introduction of occupational standards covering all the main occupations in FE and the development of qualifications based on these standards.

- ◆ FENTO's role in the steps being taken towards mandatory Qualified Teacher Further Education (QTFE) status for FE teachers in England.
- ◆ Improvements in pay and conditions being offered to attract and retain more lecturing staff in an attempt to overcome some of the skills shortages.

Another series of changes that are impacting on the sector is linked to the devolution of governmental power and responsibility for education. Hence Northern Ireland, Scotland and Wales are actively developing their own structures that will establish policy, administer funding and promote and assure quality in Further Education. In England the establishment of the Learning and Skills Council to replace the Further Education Funding Council and Training and Enterprise Councils is having a similar effect.

The changes are beginning to work through so that in most cases it is possible to identify the structures and organisations that will be in place to maintain Further Education for the foreseeable future. The organisations are described in a section entitled 'Stakeholders'. This identifies the main players in FE in all four countries. For convenience the stakeholders are described in four groups as follows:

- ◆ Policy making, legislative and regulatory bodies
- ◆ Teacher training and inspection organisations
- ◆ Beneficiaries and other influencers
- ◆ FE sector organisations

FE's SWDP does not need to explore the differences in structures and roles of similarly named stakeholders in the different countries. Suffice is to identify that there are significant differences.

The final, and perhaps the most important section of the consultation SWDP considers the priorities for action and the targets that must be achieved in order that the FE sector can continue to develop to meet the changing needs of 'UK PLC', individual students, businesses and their communities.

At this point it is appropriate to focus the reader's attention on the action points and their associated targets. These are only offered in this consultation document to promote discussion. Stakeholders will want to make considered judgements on the extent of the need for these targets and on their own capabilities to make the necessary levels of contribution to achieve the priorities for action.

The action points are summarised below.

Overcome skills shortages and recruitment difficulties

The outcome of the proposed actions would be to reduce recruitment difficulties and remove skills shortages. The targets that are proposed indicate an immediate reduction of 20% in reports of recruitment difficulties and a 50% reduction over 3 years.

Address skills gaps

The outcome identified is that the skills levels of the FE workforce will rise so that it is better equipped to develop the nation's workforce. The target proposed is for reports of skills gaps to reduce by 50% over 4 years.

Action on management development

The outcomes are expressed in terms of:

- ◆ improvements in College performance arising out of the new initiatives for the training of principals and senior managers;
- ◆ an improved supply of trained junior managers

The targets require that baselines are established in the first year and that there is a 25% improvement in the numbers of qualifications accompanied by a halving in the levels of skills gaps in 4 years.

Information and learning technology

The outcome expresses the vision of an FE workforce that is fully equipped to maximise the efficiency and effectiveness gains that should arise out of using ILT. The target is to achieve a 15% per annum growth in the numbers of FE staff who are specifically qualified to use ILT within their programme delivery.

New mandatory qualifications

The outcome is simply that all staff should be professionally qualified for their roles. The targets are for all staff to be participating in formal programmes of CPD within 3 years and for the reduction in the proportion of unqualified staff to proceed at a rate of 20% per annum.

Developing support staff

The action points specifically refer to the need for all support staff to become professionally qualified to carry out their roles. The targets are for qualifications to be available for all the main support staff roles by September 2002 and for 20% of support staff to be qualified by the end of 2004.

Overcoming barriers to training and development

The outcome is that participation in training and development will be considered as the norm for all categories of FE's workforce. The target links this aspiration to the issue of mandatory qualifications so it is for all staff to be participating in CPD within 3 years.

Research and data collection

This action point recognises the need for quite extensive data collection in order to facilitate monitoring of the sector and its performance. It seeks to engage the stakeholders in all four countries in working to an agreed data collection plan that optimises the timely availability of valuable information while minimising the demands placed on College administrative systems. The target is for a fully co-ordinated data collection strategy to be fully operational within three years.

This consultation version of the Further Education Sector Workforce Development Plan does not end with a conclusion, but with the proforma which you are invited to use to make your response.

CONTENTS

SUMMARY	2
CONTENTS.....	5
INTRODUCTION	6
THE FURTHER EDUCATION SECTOR	7
Learners in Further Education	7
Staff of the FE sector.....	8
Skills shortages and skills gaps	11
WORKFORCE DEVELOPMENT ISSUES.....	14
STAKEHOLDERS	19
FE stakeholders in England.....	19
Northern Ireland.....	32
Scotland.....	37
Wales	44
UK	52
ACTION and TARGETS	55
Overcome skills shortages and recruitment difficulties	55
Address skills gaps	56
Action on management development.....	56
Information and learning technology	57
New mandatory qualifications.....	58
Developing support staff.....	58
Overcoming barriers to training and development.....	59
Research and data collection	59

INTRODUCTION

This document presents the consultation version of the Further Education Sector Workforce Development Plan. Most readers will perceive this to be the most important Workforce Development Plan they have been consulted on this year. This is because of the plan's pivotal role in ensuring that Further Education's workforce is fully prepared to deliver the agenda for post-compulsory education and training in the early years of the third millennium.

For the millions of learners that pin their faith on Further Education, the tens of thousands of businesses that employ the learners, and the communities that they contribute to, the skills of the FE workforce cannot be taken for granted.

This is a genuine consultation. You are encouraged to make representations on all or any part of the document, or to respond to any or all of the questions that are highlighted in the text. For your convenience the questions are repeated at the end of the document, with space attached for your reply. A convenient way to reply is to copy the question pages to a new file and word-process the answers straight into the boxes. Responses can then be e-mailed or faxed.

Feedback

Please use the special response form which is contained in a separate file.

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THE FURTHER EDUCATION SECTOR

Further Education is by far the biggest provider of learning opportunities outside the school system. It is pivotal in the implementation of the United Kingdom's efforts to raise the level of learning and skills for at least 70% of the population. A measure of the contribution that the sector is making is indicated by the fact that every year, as many as 4 million people choose to learn in Further Education.

The providers of the UK's Further Education are the 512 Further Education Colleges. There are 424 in England, 44 in Scotland, 27 in Wales and 17 in Northern Ireland. The majority offer a wide variety of learning opportunities and courses but some do specialise. There are, for example, 35 Colleges of Agriculture in the UK and 105 Sixth Form Colleges in England.

The distribution and numbers of Colleges in the four countries reflects the need to make Further Education available to the whole population regardless of where they live. The distribution of Colleges in the English regions, which is summarised in the following table, has also evolved to meet identified needs.

Colleges in the English regions

Re	Number of
South East	81
	62
West Midlands	
London	47
	40
South West	
Eastern	37
	36
North East	

Learners in Further Education

Further Education (FE) is so important to the United Kingdom because of the learning opportunities it provides for so many people.

Around 2.3 million people are currently learning in Further Education. More than ½ million of these, including 137,000 adults, are studying on fulltime programmes.

Some 4 million people will enrol in FE by the end of the year.

These numbers indicate that, on an annual basis, FE is providing learning opportunities to twice as many people as the university sector. The numbers of learners in FE can also be compared with the total number that are participating in Work-Based Training. This stands at less than ¼ million.

Staff of the FE sector

The most up-to-date estimates of numbers of staff suggest that 234,000 lecturers and teachers work in the sector, leading to the conclusion that the sector employs more than 400,000 overall. Unpaid governors and volunteers who support students with learning difficulties or adult learners with basic skills needs swell the numbers even more. The main occupational categories and the proportion of staff that work in each category are shown in the following table.

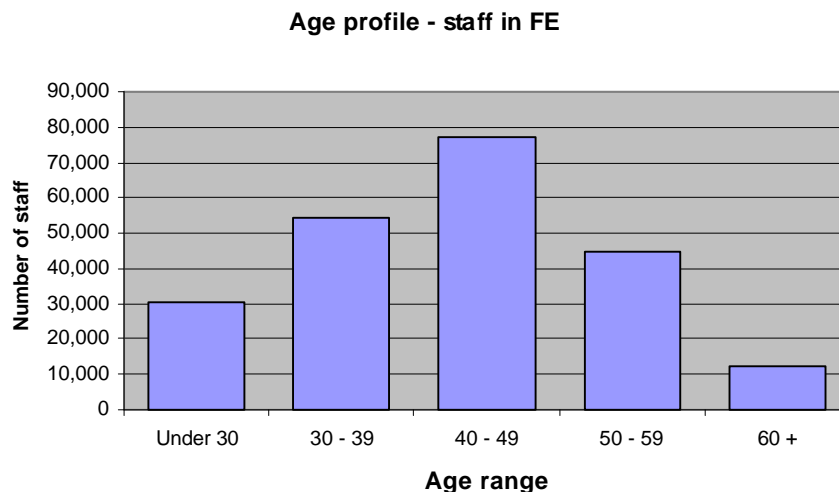
Categories of staff

Category	Proportion (%)
Part-time lecturer	31
Full-time lecturer	25
Other learning support roles	13
Senior management	7
Other support staff	25

Lecturers and teachers in FE have to be exceptionally qualified and experienced people. They usually possess high level qualifications in their technical subjects and graduate or post-graduate qualifications as teachers. They also need current experience and professional updating in both their technical and teaching specialisms. Maintaining the level of expertise, a central issue for this Workforce Development Plan, places significant demands on individuals and on the Colleges that employ them.

Staff demographics

The age profile of staff in FE is shown in the chart below. It is appropriate to note that a disproportionate number of younger staff work in the specialist Sixth Form College sector.



Staff qualifications

Summary statements of the levels of qualifications in the staff of the FE sector do exist but, in reality, they have limited value. FENTO's research has focused on identifying teaching and associated qualifications across all the categories of staff that are directly involved in delivering or supporting learning. The table that follows provides a detailed picture of the qualifications held by different categories of staff.

Percentage of staff holding specified qualifications

Category of staff	BEd or higher degree	PGCE	Cert. Ed.	C&G 730	TDLB NVQ/SVQ units	Other	Not teacher qualified
Principal/Chief exec.	53	16	14	3	4	3	7
Vice principals, directors, etc.	47	20	16	1	2	1	15
<i>Academic staff</i>							
Managers/Heads of school/department	33	19	25	5	9	7	3
Managers of cross-College functions	35	22	18	3	3	1	18
Course/Programme leader/manager	27	17	28	10	6	0	12
Lecturers and teachers: full-time	20	20	26	14	8	1	11
Lecturers and teachers: part-time	15	11	18	16	10	2	28
<i>Learning support staff whose role is primarily in learner contact</i>							
Supervisors of learning centres etc.	7	2	13	26	17	1	36
IT instructors/IT support staff	6	6	9	20	14	3	43
Key/core skills (exc. IT) support staff	17	6	6	10	35	3	25
Skills instructors (other)	2	4	6	13	20	6	49
Guidance staff	18	7	21	10	9	6	28
Staff in NVQ/SVQ related roles	7	8	4	10	28	1	42
Roles supporting resident students	10	4	0	6	24	6	51
Other learning support roles	5	4	3	8	7	2	71

Source: Skills Foresight for Further Education in the United Kingdom, FENTO, January 2001

The table shows that 66% of full-time and 44% of part-time lecturers and teachers are qualified at Certificate in Education or post-graduate level. However, 12% of course managers, 28% of part-time lecturers and high proportions of staff in instructor roles have no teaching or training qualifications.

It has already been noted that sector employees need both teaching and appropriate technical qualifications. The following table gives an indication of the levels of technical qualification held across the whole sector workforce.

Technical qualifications in FE's workforce

Level of qualification	Workforce holding the qualification (%)		
	FT lecturers	PT lecturers	Whole workforce
Professional	66	34	48
Higher technical/Level 4	12	7	11
Advanced/ Level 3	8	9	15

Source: Skills Foresight for FE Phase 1, FENTO, February 2000

Colleges are free to determine the level of technical subject qualifications that are desirable in their staff and until recently, this has generally been the case in relation to teaching qualifications. However, England is in the process of introducing a mandatory requirement for teaching qualifications in staff who are new to FE. In addition the qualifications must be endorsed by FENTO to ensure that they give adequate coverage of the occupational standards for teachers in FE and that quality assurance arrangements are appropriate.

There are also new requirements for teachers of basic skills and for principals to obtain qualifications that are relevant to their work. It is likely that other occupations will require specified qualifications in the future.

One of the justifications for mandatory qualifications for FE's workforce is the drive to raise standards overall. Another justification arises out of FENTO's Skills Foresight research that has identified widespread recruitment difficulties, skills shortages in several critical subject areas and skills gaps in the existing FE workforce.

These issues are the subject of the next section. Readers who are very familiar with FENTO's two Skills Foresight reports might wish to skip this section and to proceed directly to the later section that explores the 'Workforce Development Issues'.

Skills shortages and skills gaps

Recruitment difficulties

Although the focus of this section is 'skills shortages', defined as a real shortage of suitably qualified workers in the accessible labour market, it is helpful to consider recruitment difficulties first. The table gives estimates of vacancies that occurred in Colleges in 1999/2000 and the proportion that reported difficulties in recruiting to fill the vacancies.

Numbers of vacancies and the extent of recruitment difficulties

Category of vacancy	Vacancies in 1999/2000	Colleges reporting recruitment difficulties (%)
IT instructors	1510	36.5
Course/Programme leaders	1320	40.7
IT lecturers	1000	60.3
Governors	940	14.8
Business studies lecturers	790	23.4
Managers of x-College functions	760	28.8
Key/core skills support staff	750	31.6
Supervisors for learning centres	700	16.3
Engineering lecturers	650	57.9
Science lecturers	580	29.7
Skills instructors (exc. IT)	560	22.2
Construction lecturers	540	45.3
Managers/Heads of school	500	18.3
Languages teachers	490	14.6
NVQ staff	470	11.5
Accounts lecturers	410	36.9
Guidance specialists	360	20.6
Support staff – resident students	100	6.7
Other student support	1780	12.9

Source: Skills Foresight for Further Education in the United Kingdom, FENTO, January 2001

The reasons given for recruitment difficulties typically included the inability to pay attractive salaries and the competition that arises out of alternative employment opportunities in a time of low unemployment. Thus the problem is not that of a real shortage of qualified people, but one of difficulties in being able to offer pay and conditions packages that make FE Colleges attractive as employers.

In England, the government has very recently taken steps to mitigate these problems by making provision for annual increases in salary of up to £2,000 by 2003/4, by offering 'golden hellos' and retention payments to lecturers in shortage subjects. Only time will tell if these will be enough to solve the problem and the general level of employment in the UK economy may well be seen to be an important causal factor in the longer term.

Over and above the sector wide problems described above there are real shortages of skilled and qualified people to take up positions as programme leaders and managers of cross-College functions. The evidence suggests that the combination of technical qualifications with teaching qualifications and up-to-date experience in both teaching and industry is very difficult to find.

Skills gaps

Skills gaps are said to exist where employers recognise that their existing workforce has a lower levels of skill than are necessary to contribute to meeting organisational objectives.

FENTO's Skills Foresight research used Colleges' own reports of skills gaps to produce a summary of gaps for the sector as a whole. It focused on skills gaps in lecturers, College managers and support staff. Summaries of the findings are presented below.

Skills gaps in lecturing staff

Skill	Proportion of Colleges that identify gaps %
Using IT in the curriculum	51.5
Teaching on-line	49.6
IT for personal use	37.4
Teaching the disaffected	35.2
Business development	31.8
Research	21.5
Curriculum 2000	19.1
Pedagogy	18.5

Crucially, more than half the Colleges in the survey identify skills gaps in their lecturing staff that are having a negative effect on their ability to use IT in the curriculum. Many recognise that their staff are not able to make good use of IT for their own purposes.

Research, pedagogy and new curriculum developments (Curriculum 2000) are recognised as significant gaps by around a fifth of respondents, leading to an estimate of more than 100 UK Colleges suffering in these skills areas. It is appropriate to note that Curriculum 2000 was relatively new at the time of the survey research so it is reasonable to expect that some of the gaps have been addressed. In contrast, the gaps in pedagogic and research skills are likely to be long standing.

Thirty five percent of Colleges were shown to recognise gaps in staff skills in teaching the disaffected but there was little acknowledgement of difficulty in teaching basic skills. This finding is in conflict with the findings of the Phase 1 Foresight Research which gave a strong indication that many Principals believe staffing to meet the needs of the basic skills agenda is an important issue.

Skills gaps in College managers

Skill	Proportion identifying gaps %
Performance management	34.6
People management	31.3
Using IT for management	23.3
Generic management skills	20.6
Business development	18.9
Financial understanding	17.9
Strategic management	17.9
Commercial awareness	16.4

The figures represent the proportion of Colleges that believe, and are prepared to admit, that at least some of their managers exhibit significant skills gaps. The figures led to an estimate that some 180 Colleges recognise weaknesses in performance management and that 100 or more Colleges recognise weaknesses in generic management skills.

These weaknesses have been recognised before and the development of the principals' qualification is one example of action that is being taken to address the problem.

Skills gaps in support staff

Skill	Proportion identifying gaps %
Providing support on-line	33.9
Business development	24.3
Supporting ICT	23.5
Languages	17.2
Learning centre management	17.0
Supporting the disaffected	16.8
Pedagogy	15.7
Inclusive learning	15.6
IT for personal use	13.3
Customer service	13.2
Careers guidance	11.1
Basic skills	10.7
Key/core skills	9.8

Information and communications technology (ICT) once again emerges as an important skills gap. Business development, supporting the disaffected and learning centre management also emerge as major problem areas for around 100 Colleges. Basic skills, key and core skills appear, as in the case of lecturing staff, to be recognised as problems in far fewer Colleges.

The Skills Foresight report recorded a note of caution. It made the point that the number of Colleges giving comprehensive responses to the questions on skills gaps was 10% lower for learning support roles than managers and lecturers. It seems very likely that this is indicative of a lack of understanding of the roles and contribution required of support staff. This may well be indicative of a gap in the understanding of the personnel managers in Colleges. College culture does still tend to dictate that the focus of attention is on lecturing staff.

WORKFORCE DEVELOPMENT ISSUES

This section raises discussion points about the major development issues that have been identified earlier in the paper and focuses on other factors that are crucial in the context of FE sector workforce development.

The issues that are discussed are:

- Staff shortages
- Skills gaps
- Management development
- Information and learning technology
- New mandatory qualifications
- Support staff
- Overcoming barriers
- Information needs

No attempt has been made to prioritise the issues at this stage.

Q.1.
What other issues are important in relation to the development of the FE workforce?
Please add notes in support of your views.

Please use the proforma at the end of the consultation document to make your response to this and subsequent questions.

Staff shortages

In Scotland, steps have been taken to improve the working conditions of teachers and lecturers. In England there has just been an announcement of incentives to encourage new FE lecturers to enter the profession. These initiatives can be expected to make a contribution to reducing the severity of the shortages of lecturers, but only time will tell how widespread the benefits will be.

In spite of these initiatives it does seem that the shortage of lecturers and support staff with the requisite levels of expertise in IT, and the smaller but no less critical shortages of engineers and construction lecturers will be extremely difficult to resolve. Recruitment difficulties must lower entry standards, thus creating skills gaps in these subjects. The ultimate problem is not that of lecturer skills gap per se. It is that students taught and supported by less able lecturers are invariably disadvantaged.

Extreme recruitment difficulties also lead to situations where Colleges cannot meet the demand for learning opportunities so that the ultimate result of staff shortages is a lowering of skills in the local economy.

Shortages of suitable staff to compete for promotional posts are another issue that should cause great concern. The Skills Foresight report makes the point

that 'If management positions are not sufficiently attractive to motivate the best lecturers to seek promotion there is little prospect of overcoming current weaknesses even in the longer term'. Continuing Professional Development (CPD), more or less on a compulsory basis, might offer the solution here.

One view is that paying much greater attention to the development of professionalism, including the much more widespread use of continuing professional development programmes, would make the sector much more attractive as an employer. It is uncertain that the benefits of this approach will extend beyond the full-time workforce.

Skills gaps

Skills gaps in Information Technology and Information and Learning Technology are of such great importance that they are referred to in a separate section, below.

Outside the area of IT/ILT the main lecturer skills gaps are in teaching the disaffected, business development, pedagogic and research skills. It is likely that the emphasis on teaching the disaffected is associated with the new importance that is attached to this by the sector's most powerful stakeholders. The other three areas are long standing problems. Principals also recognise substantial training needs, if not skills gaps, in the case of the teaching of basic skills.

The main barriers to carrying out necessary staff development have been identified as time and cost. However, it is also clear that some Colleges are taking action over the cultural barriers to change and development that were recognised to exist by 11% of the participants in FENTO's recent research.

Possible approaches to dealing with these problems include:

- introducing a structured approach to CPD so that general weaknesses in pedagogy that are addressed – there is little doubt that a proportion of the staff who are unqualified should be able to progress towards achieving a full qualification by this means;
- developing learning units for existing qualified staff that address such issues as supporting the disaffected, inclusive learning and basic skills development.

Management development

In spite of the difficulties associated with shortages of key teaching expertise and some significant skills gaps, many Colleges have been remarkably successful in developing and improving against all the main indicators of performance. The greater part of the improvement has been led by capable and influential College managers.

Nevertheless, there are quite widely recognised management skills gaps, not least in the areas of performance and people management. There is a continuing need to ensure that the management skills of those who lead the sector are of the highest order. Perhaps even more important is the need to develop junior managers so that the worrying skills shortages that are reported, in relation to recruiting programme managers, can be overcome.

FENTO has completed the piloting of the new management occupational

standards so that they are now ready to be used in developing qualifications, learning programmes and CPD.

Once again there is an important issue in relation to resourcing the learning that is required, and perhaps in the area of rewarding those who succeed in gaining further qualifications.

Information and learning technology

FENTO's Skills Foresight report states that 'There must be grave doubts about the sector's ability to make sufficient contribution to effective and efficient growth of IT literacy and the wider use of ILT in the UK'. In earlier research, which had been carried out in late 1999, FENTO had already identified that sector representatives expect that 80% of the lecturing workforce would need to develop skills to support remote learners on-line and to support other ILT based learning. Hence there is a massive and continuing training need.

Anecdotal evidence suggests that it will be most appropriate to direct this effort so that it complements development of resources and progresses in parallel with the development of suitable materials for on-line learning. Training the staff can only produce the benefits when the technology and learning resources are sufficiently developed to exploit the new skills to the full.

Q.2.

This section of the consultation has concentrated on skills shortage and gaps, and specific needs for development of management and information and learning technology skills.

Are there any other factors that are important in the consideration of these issues?

New mandatory qualifications

The fact that a significant proportion of lecturers are not well qualified as teachers is explained in part by the tradition of allowing qualified status to be optional in up to 20% of general FE Colleges. A second factor is that a high proportion of FE teacher training is 'in-service' so that many lecturers and teachers remain unqualified for the first 2-5 years of their employment. Finally there are problems in attracting staff that are sufficiently skilled and qualified in their specialist fields without the added complication of demanding teaching qualifications.

In England the regulations are changing so that, with effect from September 2001, new lecturers who are unqualified will have to embark on an endorsed programme of teacher training.

The assumption is being made that there will be adequate provision of Initial Teacher Training (ITTFE) and it seems likely that this will be the case. Nevertheless, FENTO will need to monitor the availability of training courses.

Funding existing and additional demand for teacher training and allowing time for trainees to follow their programme of study, and to receive the requisite level of support from within the employing College, will also present challenges to the sector.

Similar questions are relevant in the context of the new mandatory requirement for basic skills teaching qualifications.

Q.3.
Do you have any comments concerning the implementation of the plans for mandatory QTFE and basic skills qualifications?

Support staff

It is estimated that the number of student support staff employed within the sector now exceeds 52,000. These essential workers sometimes provide economical alternatives to using lecturers (most obviously in England as they are not used as much in the other countries) and they enable learners to be properly supported outside the times when they are in direct contact with lecturers.

There is evidence that many of these staff have relevant qualifications including full teaching qualifications, C&G 730 or TDLB units. However, there are also considerable numbers that appear to have no relevant qualifications, although reports of skills gaps are much less frequent than might be expected in a comparatively untrained and unqualified workforce.

These messages are somewhat mixed. However, it cannot be acceptable that nearly half the support staff appear to have no relevant qualifications. FENTO is currently working on the identification and development of occupational standards for support staff and it does seem that a more comprehensive and coherent approach to the development and certification of these staff will be advantageous. It would be unfortunate for the sector to overcome its remaining problems with qualifying lecturing staff, only for it to find that weaknesses in support staff take over as the biggest limiting factor in student performance.

Q.4.
Several issues are raised in relation to support staff. Why is there less acknowledgement of skills gaps than might be expected? Do you agree that support staff should be required, in time, to obtain appropriate professional qualifications?

Overcoming barriers

Among the barriers to training and development are the factors of cost, time and culture. The moves to making teaching qualifications compulsory, and to earmarking funding from central government for staff development, should go a long way to addressing these problems. Care will have to be taken to ensure that the benefits are not limited to the full-time lecturer workforce at the expense of the large numbers of part-time staff, student support staff and management trainees.

Initiatives such as Investors in People, the Business Excellence Model, Beacon and Accredited Colleges, all have something to offer in these areas.

Q.5.
What should be done at national or strategic level to overcome the barriers?

Information needs

FENTO has a remit to research and provide information on skills and related needs in the FE sector and additional needs for monitoring data will arise out of this workforce development plan. FENTO's needs for additional information are indicated in the 'ACTION – priorities, outcomes and measures' section of this paper.

Several other key stakeholders are, or have been, important providers and users of data relating to the sector's workforce. However, due to the dramatic changes that are taking place in some of the most influential stakeholder organisations, it seems inevitable that data needs and collection procedures will be placed under review.

This indicates that data collection may be a little less reliable in the near future but also provides an opportunity for FE stakeholders to work in partnership to optimise data collection methods in relation to on-going monitoring requirements. Colleges are very keen to limit the demands that data collection and reporting place on their resources.

Q.6.
Please use this opportunity to make any comments relating to information needs or to any other issues arising in this section.

STAKEHOLDERS

Such is the importance of the contribution made by, and demanded of, Further Education, that it is difficult to avoid the cliché that FE's central and pre-eminent stakeholder is 'United Kingdom PLC'.

Each country has considerable devolved responsibility for its own provision of FE so that the national policy making, legislative and regulatory bodies form the most powerful interest group of FE stakeholders.

For the purposes of an analysis that is most concerned with the development of the FE workforce, it is appropriate to identify a second category of stakeholders whose responsibility and influence is in the area of teacher training, development, quality assurance and inspection of teaching qualifications. These stakeholders are grouped in the category of training, accreditation and inspection bodies.

It would be completely unacceptable to consider stakeholders in FE without mentioning individual students and the organisations that seek to act on their behalf. Thus, the third stakeholder category consists of individuals and organisations that benefit from and/or seek to influence Further Education.

The last highly influential stakeholder grouping comprises the FE sector itself.

There are significant differences in the make-up of the stakeholder groups in each country, to the extent that it is necessary to describe the stakeholder groups country by country. In order to avoid duplication a separate section called 'UK stakeholders' is used to describe stakeholder organisations and groups that are relevant in several countries.

FE stakeholders in England

Policy making, legislative and regulatory bodies

Government

Government attaches considerable importance to FE and has frequently demonstrated this through high profile legislation, most recently the Learning and Skills Act 2000, which announced the changes that are currently taking place in FE. The government places considerable emphasis on efficiency and on results and has often expressed these priorities in terms of targets. The National Learning Targets for England are an important expression of the government's objectives.

The targets that are most directly relevant to Further Education are given below.

Targets for adults

The current National Targets for adults in England are that:

- 50% should achieve a level 3 qualification
- 28% should achieve level 4

Targets for young people

The targets for young people build on targets for schools that require 95% of 16 year olds to achieve 1 GCSE and 50% to achieve 5 or more GCSEs at grades A – C.

The current targets for 2002 (which are under review) are that:

- 85% of 19 year olds should achieve level 2
e.g. 5 GCSEs at A-C; Intermediate GNVQ; an NVQ level 2
- 60% of 21 year olds should achieve level 3
e.g. 2 A levels; Advanced GNVQ; NVQ level 3

Department for Education and Employment (DfEE)

The DfEE is the government department that carries responsibility for raising standards of education, encouraging lifelong learning, increasing the nation's competitiveness and helping the unemployed into work. It controls education in schools, Further Education and Higher Education. As a key stakeholder in FE the DfEE has considerable power, but also considerable responsibility.

The DfEE states its overall aim as being:

"to give everyone the chance, through education, training and work, to realise their full potential, and thus build an inclusive and fair society and a competitive economy."

The DfEE's two overarching goals are important to FE. They are to develop:

- **an inclusive society, where everyone has an equal chance to achieve their full potential: and,**
- **a globally competitive economy, with successful firms and a fair and efficient labour market**

FE is pivotal in delivery of the third of the DfEE's objectives which is to develop in everyone 'a commitment to lifelong learning, so as to enhance their lives, improve their employability in a changing labour market and create skills that our economy and employers need.'

Relevant examples of the DfEE's commitment to Further Education, and to the development of FE's workforce, are its support for FENTO and the specific financial support for the projects that have provided the information and development activity for the production of this Workforce Development Plan. The DfEE has also been instrumental in initiating the new mandatory requirement for new FE lecturers to obtain Teaching Qualifications for FE (QTFE). More information on QTFE status development is given later in this section.

Learning and Skills Council

The Learning and Skills Council (LSC) is the new body with responsibility for the publicly funded part of full and part-time education and training, other than higher education, for the over 16s. It has replaced the Further Education Funding Council and Training and Education Councils in England only. Its budget will be in the order of £6 billion, a considerable proportion of which will be spent in FE.

The LSC's mission is '**...to raise participation and attainment through high-quality education and training which puts the learner first**'. Its vision '**is that by 2010, young people and adults in England will have knowledge and productive skills matching the best in the world**'.

In the light of these priorities, FE can expect to benefit from the support of the LSC. FE will also be challenged to operate in ways that the LSC sees fit. As was demonstrated in FENTO's Skills Foresight research, FE readily recognises the power and influence of the major public sector funding body.

There can be no doubt that, in pursuit of the vision of young people and adults having knowledge and productive skills that match the best in the world; the LSC and FE share a common interest. **Together they must rapidly ensure that the teaching and learner support staff in the FE sector are the best in the world.**

Further illustrations of the LSC's priorities are given in their interim targets for the period to 2004. They demonstrate a continuing commitment to attainment of qualifications at Levels 2-4. Importantly for FE they attach much more importance to basic skills and they are explicit in their commitment to raising and measuring quality and effectiveness in education. The targets are:

- To raise achievement of **young people aged 19**, measured by the proportion attaining a Level 2 qualification and the proportion lacking the basic skills of literacy and numeracy.
- To raise the achievement of **young people aged 21**, measured by the proportion attaining a Level 3 qualification, and the proportion lacking the basic skills of literacy and numeracy.
- To raise the achievement of the **entire adult population**, measured by the proportion attaining a Level 3 qualification, and the proportion lacking the basic skills of literacy and numeracy.
- To raise **participation** post-16, measured by the proportion of 16-18 year olds engaged in education and training.
- To raise the **quality and effectiveness** of the education and training we support, measured by external inspection grades and by structured feedback from learners, employers and training providers.

In pursuit of quality and excellence the LSC is likely to place considerable emphasis on strategic development of provision, typically based on partnership and collaboration between the providers of learning opportunities.

Investment in the development of lecturers and teachers has to be the other key strategic priority.

Current initiatives include distribution of the **FE Standards Fund**, which was introduced in 1999-2000 and is set to continue for 2000-2001 and 2001-2002, and were originally managed by FEFC. The Learning and Skills Council will

now be responsible for the fund, which aims to support Colleges in improving and sharing good practice.

There are six categories under which Colleges can apply for funding:

- College improvement
- improving teaching and learning – with specific reference to:
 - basic skills quality initiative
 - part-time teachers
 - information and learning technology skills for teachers
 - curriculum
 - new teacher posts
 - retraining
 - professional updating
 - staff mentoring
- training and development for Principals and Senior Management Teams
- the good governance programme
- dissemination of good practice
- the achievement fund

Regional Development Agencies (RDAs)

There are nine Regional Development Agencies in England. They aim to co-ordinate regional economic development and regeneration, and enable English regions to improve their relative competitiveness and reduce the imbalances that exist within and between regions.

The RDAs statutory purposes are to:

- further economic development and regeneration
- promote business efficiency, investment and competitiveness
- promote employment
- **enhance development and application of skill relevant to employment**
- contribute to sustainable development

RDAs' specific functions are :

- Formulating a regional strategy in relation to their purposes
- Regional regeneration
- Taking forward the Government's competitiveness agenda in the regions
- Taking the lead on regional inward investment
- **Developing a regional Skills Action Plan to ensure that skills training matches the needs of the labour market**
- A leading role on European funding

RDAs have identified the need to ensure that they are in a position to influence stakeholders involved in the provision of education at all levels such as the Local Learning and Skills Councils. They also have access to Government funding to promote regional economic development, and may target this at skills development, although this is likely to be in collaboration through joint partnership activities.

The Office for Standards in Education (OFSTED)

The Learning and Skills Act 2000 extended OFSTED's inspection remit to cover the inspection of educational provision for 16 to 18 year-olds in Colleges offering further education.

From April 2001, inspection of nearly all sixth form, further education and tertiary Colleges will therefore be conducted jointly between OFSTED and the Adult Learning Inspectorate, since they fall within the remit of both inspectorates.

OFSTED's main objectives are:

- to deliver high-quality inspection of schools, further education for students up to 19, local education authorities and teacher training
- to provide well-informed, high-quality advice to the Secretary of State for Education and Employment to assist in the formation and evaluation of government policies concerning education for young people aged 5 to 19 in schools and FE Colleges and the training of teachers of this age group.

Adult Learning Inspectorate (ALI)

As part of the Learning and Skills Act 2000, a new Adult Learning Inspectorate has been created, with responsibility for the inspection of provision for those aged 19 and over and also of work-based learning for those aged 16 and over.

The Adult Learning Inspectorate inspects the delivery of courses and qualifications that will be funded through the LSC. It can be expected to have considerable influence over the quality of provision of all post -16 education and training that is fully or partly funded through the public sector.

Teacher training accreditation and inspection organisations

This section considers the organisations that train and develop teachers for Further Education and those that accredit and inspect the provision of teacher training. It starts with a brief note on recent changes and on the sector stakeholders that are instrumental in the changes

The FE sector developed occupational standards for teaching and supporting learning in Further Education in England and Wales in 1998/99. The development work was carried out by the then Further Education Development Agency (FEDA -now the LSDA) working on behalf of the Further Education Staff Development Forum (FESDF). The work of the FESDF was taken up by the Further Education National Training Organisation (FENTO) in 1999. FENTO has developed the application of the standards and has carried on to develop standards for College management. Work is continuing in that standards for support staff are currently under development.

The two sector stakeholders currently responsible for standards and qualifications are FENTO and the Qualifications and Curriculum Authority. Their responsibilities and sphere of influence are described below.

Further Education National Training Organisation (FENTO)

As indicated above, FENTO has responsibility for developing, maintaining and promoting the sector's occupational standards. In a new development that will be implemented in September 2001 FENTO is to assume the responsibility of ensuring that the standards are effectively incorporated into all teacher training qualifications for FE and that the qualifications are fully and appropriately quality assured. This function is in some ways similar to the role of the General Teaching Council in relation to schoolteacher qualifications.

Since FENTO's role extends throughout the UK, further details given under the 'FE Sector Organisations' heading in the section that describes organisations whose interests extend throughout the UK.

Qualifications and Curriculum Authority

The Qualifications and Curriculum Authority controls the design and specification of the occupational standards that underpin many qualifications including National Vocational and Related Qualifications. Scotland and Wales both have equivalent organisations, namely the SQA and ACCAC. QCA is powerful and influential in that, acting on behalf of government, it can fund the development of National Occupational Standards and it is the authority that gives ultimate approval to qualifications that are based on the standards.

Any changes and developments that FE proposes to make to its occupational standards must receive QCA approval, as must proposals from awarding bodies to offer qualifications based on the occupational standards.

Universities and Higher Education Institutions

The teaching qualifications that are currently recognised in FE were identified earlier in this document, along with data that shows the proportions of FE lecturers and support staff that are qualified. The Higher Degrees, Bachelor of Education (B.Ed), Post Graduate Certificate in Education (PGCE) and Certificate in Education (Cert. Ed.) qualifications are awarded by Universities and Higher Education Institutions (HEIs).

Most, but not all, of the 30 Higher Education Institutions (HEIs) that validate Teacher Training FE qualifications deliver the courses themselves, but approximately 10 also validate courses delivered in FE Colleges, usually on the basis of franchised arrangements. Of these the largest validates courses at nearly 40 locations. Seven HEIs operate solely as validating bodies, having no role in qualification delivery.

There has not been any obligation for universities to submit their FE teacher training courses for external quality assurance, although some may have chosen to do so. FENTO's new role in endorsing qualifications will introduce an element of mandatory external quality assurance and will ensure full coverage of the standards within teacher training for FE.

FE Colleges as Teacher Training Institutions

City and Guilds is the biggest awarding body provider of teaching qualifications for FE and almost all of its qualifications are delivered in FE Colleges.

City and Guilds qualifications (notably the 7307 qualification) have provided the alternative to university awards for a long time in FE. They have been popular as a part of the development of part-time lecturers and have, in recent years, been developed so that they give exemption from the early stages of Cert. Ed and PGCE courses. Information provided by City and Guilds indicates that there are more than 500 centres that offer the 730 qualification in England alone.

There are other awarding bodies that award teacher training qualifications. These include Edexcel and OCR.

Colleges that deliver teacher training qualifications are subject to the quality assurance requirements specified by the awarding body, but as in the case of the universities, awarding bodies are not obliged to submit their systems to external quality assurance.

The General Teaching Council (GTC)

In the interests of completeness it is relevant to note that England's GTC has no remit in relation to teachers in FE.

Beneficiaries and other influencers

As the introduction to this section indicates, it would be completely unacceptable to consider stakeholders in the Further Education sector without mentioning individual students. After all, they are the primary beneficiaries of the learning opportunities that are provided by FE. They have an absolute right to expect that the lecturers they interact with are expert, both in their technical subjects and as teachers. However, in practice, individual learners have limited influence as stakeholders. Research has confirmed that FE is driven more by government policy and the application of funding mechanisms, than by individual learners, local communities or businesses.

There are, however, a variety of interest groups and organisations that exist to represent the interests of the beneficiaries of Further Education. Some are highly independent, whereas others are closely linked to government. Those that have the greatest interest in the skills of FE's workforce are identified in this section.

University for Industry

The Government has introduced the 'University for Industry' initiative to stimulate change and to meet the need for lifelong learning among businesses and individuals. Working as a public-private partnership in England, Wales and Northern Ireland, a central aim of Ufi is to put individuals in a better position to get jobs, improve their career prospects and boost business competitiveness.

Ufi is intended to be heavily dependent on partnerships between the public and private sectors. It is building on the Lifelong Learning Partnerships created in 1998 and developing broad new 'Learning & Skills Partnerships' to make supported learning a possibility for all.

Ufi is intended to maximise the use of Information and Learning Technology in the delivery of learning opportunities.

Ufi's learning services are being delivered through **Learndirect**, which is intended to provide access to innovative and high quality courses, over 80 percent of them on-line. **Learndirect** enables people to fit learning into their lives, learning wherever they have access to the internet - at home, at work, or in one of over 900 **Learndirect** centres, which do include many FE Colleges.

The Ufi is set up to be an enabler, a broker which can help to identify solutions to some of the old problems which have blocked access to learning and the acquisition of skills for large numbers of Britain's present and potential workforce; problems such as:

- lack of learning/personal development time
- the high costs of training
- difficulties with identifying appropriate courses/training programmes to meet individual need
- access and mode of delivery
- fear of failure
- rejection of former learning modes.

Lifelong Learning Partnerships

There are around 100 local Lifelong Learning Partnerships in England. They play a key role in taking forward the Government's social inclusion and regeneration agendas, which aim to reform post-16 learning.

Their broad objectives are to widen participation in learning, increase attainment, improve standards and meet the skills challenge. They are responsible for co-ordinating local action and the development of local targets, which are linked to the new National Targets.

Funding of £25m for the period 1999-2002 is available and is being used, among other things, to promote collaboration especially between schools, Colleges and providers of work based training for 16-19 year olds and to widen participation in adult learning.

National Institute of Adult Continuing Education (NIACE)

The National Institute of Adult Continuing Education is a registered charity whose formal aim is to promote the study and general advancement of adult continuing education, which they interpret to mean advancing the interests of adult learners and potential learners.

NIACE is an England and Wales body (within Wales a specialist committee, NIACE Cymru, oversees the organisation's work). It is a membership organisation, with individual members and more than 260 corporate members across the full range of providers, policy makers and users of adult learning opportunities.

NIACE is committed to "support an increase in the total numbers of adults engaged in formal and informal learning in England and Wales; and at the same time to take positive action to improve opportunities and widen access to learning opportunities for those communities under-represented in current provision."

A special feature of NIACE is said to be that its work crosses the sectoral boundaries of post-school education and training. It works in all fields of UK education and training, including local authority-organised provision, the further education College sector, higher education in universities and Colleges of HE, employment-led learning involving both employers and trade unions, learning in the voluntary sector and through the media, especially broadcasters.

NIACE has a particular concern for widening access to learning opportunities and increasing participation among those groups currently under-represented in education and training.

The Basic Skills Agency (BSA)

The Basic Skills Agency is the national agency for basic skills in England and Wales. It is supported and funded by the government but is run as an independent, non-profit making charity.

BSA's mission is to help raise basic skills in England and Wales. They aim to reduce the number of children, young people and adults with poor basic skills through promoting the work of the Agency. Also, they aim to develop effective, quality and diverse learning opportunities through innovative approaches that raise the standards of basic skills.

Local Learning and Skills Councils

The National LSC has been described earlier because of the tremendous power and responsibility it exerts as a key stakeholder. Local Learning and Skills Councils (LLSCs) should be thought of as local arms of a single national LSC. However, in addition to administering funds in accordance with national priorities and procedures, they will be in a position to exert local influence on the FE sector. If the Local LSCs accept their interest in developing a strong and expert staff for the sector it can be expected that they will be very important players in the delivery of FE's Sector Workforce Development Plan.

FE Sector Organisations

FENTO

FENTO's role is described in the section dedicated to bodies with a UK wide remit.

Association of Colleges

The Association of Colleges is the employer body that represents the interests of Colleges in the further education sector in England and Wales (they also have a Northern Ireland branch that deals with Northern Ireland issues).

Relevant examples of the AoC's activities include:

- active participation and support in the original development of FENTO
- **Raising Quality and Achievement (RQA) project** - The AoC has, from 1 September 1999, been offering a frontline quality information and advice service for all Further Education and Sixth Form Colleges. The service includes a telephone helpline providing expert diagnosis and a bank of information on best practice within the sector. An associated web site is also being developed. This service is part of the Raising Quality and Achievement Programme funded through the Standards Fund and is run jointly with FEDA (now the Learning and Skills Development Agency).
- **Workforce development toolkit** - In 1998/99 twelve Colleges participated in a project funded by the DfEE and managed by AoC. They explored ways of helping employers to implement NVQs, particularly in the workplace. Copies of the resulting **Good Practice Guide - Supporting Competence - Colleges meeting the needs of employment** were sent to all Colleges. Subsequently, over 130 Colleges requested and received a workshop session from one of the project team. Following on from those activities a web-based 'toolkit' has been produced. It goes beyond NVQ implementation to focus on **workforce development** more generally, and offers some case studies and other material gathered from Colleges that have been involved.
- **Management Services Ltd** – a company that provides support with recruitment, consultancy, conferences and training.

The Sixth Form Colleges' Employers' Forum Ltd (SFCEF)

The Sixth Form Colleges' Employers' Forum (SFCEF) was established in 1992 to advise Colleges as employers and to conduct national negotiations on pay and conditions with unions representing both teaching and support staff in Colleges.

SFCEF represents all sixth form Colleges in England and Wales.

The key functions of the SFCEF are to undertake national negotiations on pay and conditions and to provide employer advice. Also, in addition to regular contact with the four unions representing staff, the SFCEF acts as the Sixth Form Colleges' national channel of communication on employer issues with many organisations and lobbies Government departments on Colleges' behalf e.g. the DfEE, DETR, LSC and other national employers' organisations.

National Association of Teachers in Further and Higher Education (NATFHE)

With 65,000 members, NATFHE is the largest trade union and professional association for lecturers, trainers, researchers and managers working in further and higher education throughout England, Wales and Northern Ireland.

Membership is available:

- for people working with those above statutory school age,
- *and* primarily concerned with providing education, training or research.

They offer a voice, services and benefits, workplace branches and structures to promote members' sector specific concerns,

Their members and associates include lecturers, tutors, researchers, learning support staff, trainers, managers, students training to teach in post-school education, freelance consultants and retired members. They work in Colleges of further and higher education and new universities, in adult, landbased and prison education, in Ufl centres, training organisations, and private companies. They include full-time, part-time and temporary staff, those working through agencies, and freelancers.

NATFHE's priorities are shaped by its members. They aim:

- to protect and promote members' professional interests
- to regulate their conditions of employment
- to advance further and higher education
- to protect members against discrimination
- to advance equal opportunities
- to promote the views of members to relevant bodies
- to promote standards of professional conduct

They pursue these goals through discussion and negotiation with decision-makers, research, publishing, campaigning and lobbying.

Association of Teachers and Lecturers (ATL)

ATL, formerly the Assistant Masters and Mistresses Association (AMMA), is a TUC-affiliated trade union and professional association. It represents more than 150,000 teachers and lecturers in England, Wales and Northern Ireland.

ATL's membership spans every sector of education, from early years through to further education. It includes special needs teachers, peripatetic tutors and teacher trainers, deputy heads and FE management spine staff – but not serving headteachers and principals.

Recently affiliated to the TUC, ATL is committed to defending and negotiating members' rights. It is the only teachers' organisation with national negotiating rights in further, primary, secondary education.

ATL has more than 5,000 members working in further education.

ATL promotes its role in the FE sector by describing itself in the following terms:

- **enjoys national negotiating rights** in the FE sector

- **contributes to national standard-setting** through its place on the board of the Further Education National Training Organisation (FENTO)
- works with the employers' body the Association of Colleges (AoC) to **promote best employment practice** in the FE sector
- campaigns for lecturers to have qualified lecturer status
- plays a full part in the **national post-16 educational debate**
- and **has an active FE committee, which** ensures FE issues stay to the fore of ATL's own agenda.

Learning and Skills Development Agency (LSDA)

The Learning and Skills Development Agency is a strategic national resource for the development of policy and practice in post-16 education and training. The Agency was previously known as the Further Education Development Agency (FEDA).

LSDA's aim is to develop its research capacity, with partners, to inform the development of policy and practice. It is said to have a clear brief to support work based training whilst maintaining a focus on Colleges and developing professional practice for managers, teachers and lecturers. It aims to build links with organisations that specialise in adult and community learning and develop support for schools post-16.

One of the current initiatives that LSDA has inherited from FEDA is QUILT (Quality in Information and Learning Technology), a national staff development programme which promotes the use of information technology in further education. The programme helps College staff make the best use of IT whether they are teachers, managers or administrators.

Q.7. As you are reading this you are almost certainly from an organisation that is a stakeholder in the FE sector, or you might have another professional interest in education and training.

What does your organisation do that can make a contribution to developing the FE sector's workforce?

Northern Ireland

Policy making, legislative and regulatory bodies

Northern Ireland Executive

The Northern Ireland Executive has ultimate responsibility for further and higher education, training and employment.

The Department of Further and Higher Education, Training and Employment (DFHETE)

The Department of Further and Higher Education, Training and Employment (DFHETE) has responsibility for funding and administration of all further education and training in Northern Ireland with advice from the Further Education Consultative Committee. The functions for which they are responsible include:

- Higher and Further Education
- Teacher Training
- Adult and Continuing Education
- New Deal Initiatives
- Vocational Training e.g. Job skills, life long learning
- Modern Apprenticeships
- Employment and Careers Guidance
- Regional Operations

The main objectives of the DFHETE are to encourage learning and development of appropriated skills to equip the workforce for the demands of the future economy. DFHETE states the need to:

“advance knowledge, to enhance individual learning and skills, to enrich the intellectual, economic, social and cultural life of society and the community.”

Current Targets

- Establish an Education Partnership through which all the education partners can participate directly in developing key education strategies
- By March 2002, improve ICT and other facilities in Further Education Colleges so that there is provision of at least 1 networked PC per 5 full-time equivalent students across the sector
- By March 2002, provide an additional 2,500 Further Education student places on vocational courses over 2000/01 provision
- From the start of the 2001/02 academic year, abolish further education fees for full time students, aged 19 or over, in vocational areas to promote economic development

Training and Employment Agency

The Training and Employment Agency (TE & A) which was established as an executive agency of the Department of Economic Development has amalgamated with the DFHETE. The strategic aim of TE & A, to enhance co – operation and collaboration between industry and education, is now the main objective of DFHETE.

Centres of Excellence are being created where institutions are awarded with the excellence status after developing successful partnerships with business in local areas.

DFHETE has also developed close working links with key industries in Northern Ireland in order to map the skills needs of the future.

The key industries with which the DFHETE deal with are:

- Construction
- IT software
- Tourism

DFHETE also fund various voluntary bodies such as:

- Educational Guidance for Adults, which includes the teaching of Basic Skills
- Workers' Education Association
- Ulster People's Local Communities.

Regional development Agency

There appears to be no regional development agency as such in Northern Ireland, but links from the DFHETE and industry are being developed.

The Education and Training Inspectorate

The Education and Training Inspectorate is responsible for inspection of all institutions providing training, including Further Education. The inspectorate works on behalf of the DHFETE. The inspectorate may not have much influence on teacher training for FE because of the inevitable focus on its other responsibilities.

Teacher training accreditation and inspection organisations

This section considers the organisations that train and develop teachers for Further Education and those that accredit and inspect the provision of teacher training. It starts with a brief note on recent changes and on the sector stakeholders that are instrumental in the changes

Council for Curriculum Examinations and Assessments (CCEA)

The Council for Curriculum Examinations and Assessments is the regulatory body for standards of education for students between 16 and 18 years old. There is no comparable body with responsibility for regulating teacher training so that the responsibility rests primarily with the universities.

Universities

The University of Ulster and Queen's University of Belfast are the two institutions that carry out teacher training courses in Northern Ireland.

These teacher training courses are approved by the Department of Education for Northern Ireland.

For further details on Universities refer to the 'UK' section.

FE Colleges

In Northern Ireland, there are 6 active centres providing qualifications for FE teachers.

For further details on FE Colleges refer to the 'UK' section.

Beneficiaries and other influencers

Although, individual students are identifiable as the primary beneficiaries of FE learning opportunities, they have limited influence as stakeholders. Research has confirmed that FE is driven more by government policy and the application of funding mechanisms, than by individual learners, local communities or businesses.

There are, however, a variety of interest groups and organisations that exist to represent the interests of the beneficiaries of Further Education. Those that have the greatest interest in the skills of FE's workforce are identified in this section.

University for Industry (Ufi)

Ufi is taking forward the Government's vision of a 'University for Industry', by stimulating and meeting demand for lifelong learning among businesses and individuals. Working as a public-private partnership in England, Wales and Northern Ireland, Ufi aims to put individuals in a better position to get jobs, improve their career prospects and boost business competitiveness.

For further details on Ufi refer to the 'England' section.

Training and Employment Agency

The Training and Employment Agency is one of the umbrella organisations that exist to help National Training Organisations fulfil their mission.

For further details on NTO umbrella organisations refer to the 'UK' section.

FE Sector Organisations

Further Education National Training Organisation (FENTO)

The Further Education National Training Organisation (FENTO) is one of 70 National Training Organisations established to promote competitiveness by raising education and training standards in the sectors they represent.

Further details on FENTO's role are given in the 'UK' section.

Association of Northern Ireland Colleges (ANIC)

The Association of Northern Ireland Colleges represents the interests of Colleges in the further education sector in Northern Ireland. They are the Northern Ireland branch of the Association of Colleges (AoC).

For more details on AoC refer to the 'England' section.

National Association of Teachers in Further and Higher Education (NAFHE)

With 65,000 members, NATFHE is the largest trade union and professional association for lecturers, trainers, researchers and managers working in further and higher education throughout England, Wales and Northern Ireland.

For further details on NAFHE refer to the 'England' section.

Association of Teachers and Lecturers (ATL)

The Association of Teachers and Lecturers, formerly the Assistant Masters and Mistresses Association (AMMA) is a TUC-affiliated trade union and professional association. It represents more than 150,000 teachers and lecturers in England, Wales and Northern Ireland.

For further details on ATL refer to the 'England' section

Learning and Skills Development Agency (LSDA)

At this stage, Northern Ireland does not have its own equivalent to the Learning and Skills Development Agency. However, they do, on occasion, contract with the LSDA in England for various projects such as Management Training and Key Skills Support.

The Northern Ireland Skills Task Force and Skills Unit

The Skills Task Force has approved a skills monitoring data system which collects data on current skill needs and skills gaps. The Skills Task Force works with the Association of Northern Ireland Colleges and the Association of Colleges (AoC) who also consult with the DFHETE on educational development.

Q.7. As you are reading this you are almost certainly from an organisation that is a stakeholder in the FE sector, or you might have another professional interest in education and training.

What does your organisation do that can make a contribution to developing the FE sector's workforce?

Scotland

Policy making, legislative and regulatory bodies

The Scottish Executive

The Scottish Executive aims: "To work with Scottish Ministers to improve the well being of Scotland and its people."

Their vision is of an organisation which earns respect and trust, promotes Scottish interests, is open and in touch, values its people, makes the best use of resources, works together, works with and learns from others, and ensures high quality services

The Scottish Executive consists of the First Minister, other Scottish Ministers, the Lord Advocate and the Solicitor General for Scotland.

The Scottish Executive, Enterprise and Lifelong Learning Department (ELLD)

The Scottish Executive, Enterprise and Lifelong Learning Department (ELLD) is based in Glasgow and was created from the pre-devolution Scottish Office, Education and Industry Department. ELLD was created on the formation of the Scottish Executive following the Scottish Parliament elections in May 1999.

ELLD's role is to support Scottish Ministers in the achievement of their objectives with regard to economic and industrial development, tourism, further and higher education, skills and lifelong learning. It also co-ordinates the delivery of the New Deal in Scotland.

The Scottish Further Education Funding Council (SFEFC)

The Scottish Further Education Funding Council (SFEFC) took up its responsibilities at the beginning of July 1999.

SFEFC is responsible for funding Scotland's further education Colleges; offering guidance to Colleges; monitoring the financial health of the sector; promoting innovation; advising the Secretary of State on funding matters and supporting his duty to secure adequate and efficient provision of further education in Scotland.

An indication of the priorities adopted by the SFEFC is given by the allocation of additional financial resources. Additional resources of £214m have been made available, for the years 1999-2000, 2000-2001 and 2001-2002, to the further education sector, and targeted to support Government objectives for the sector as follows:

- £102m to support increased student numbers;
- £56m to support the financial position of the sector;
- £29m for information and communications technology; and
- £27m towards investment in infrastructure

The Further Education Professional Development Forum

Reporting to the Enterprise and Lifelong Learning Department, the Further Education Professional Development Forum aims to facilitate and enhance the training and continuing professional development of further education lecturers in Scotland.

The Forum is involved with the updating of the occupational standards in the National Guidelines on Provision Leading to the Teaching Qualification (FE), and applications for 'approving providers' of Teaching Qualification (FE) units.

Scottish Enterprise

Funded by the Scottish Executive, Scottish Enterprise is the main economic development agency for Scotland covering 93% of the population from Grampian to the Borders.

The Scottish Enterprise Network (SEn) consists of Scottish Enterprise and 12 Local Enterprise Companies. Working in partnership with the private and public sectors, their aim is to secure the long-term future of the Scottish economy by making their industries more competitive.

Highlands and Islands Enterprise (HIE)

Covering the Northern and Western half of Scotland, The Highlands and Islands Enterprise Network consists of the main body, Highlands and Islands Enterprise, based in Inverness, and ten Local Enterprise Companies (LECs).

HIE is a Scottish Executive sponsored development agency which sets the strategic background to which its LECs operate.

Employability, information and communication technology (ICT) skills, and skills in management and leadership are the three core strands which have been identified as crucial for increasing the competitiveness of the HIE area.

Local Enterprise Companies (LECs)

Local Enterprise Companies are locally-led organisations, involving public and private interests.

Most of the services for which the Scottish Enterprise Network and the Highlands and Islands Enterprise Network are responsible are delivered through the 22 Local Enterprise Companies (LECs). SEn and HIE are responsible for contracting with, supervising and monitoring the performance of the LECs, which are constituted as companies limited by guarantee.

LEC's are responsible for the running and funding of local initiatives such as:

- Skill Seekers – school leavers (15/16 year olds)
- Training for Work – for 18 to 55 year olds that have been unemployed for 6 months; made redundant; or speakers of English as a second language.
- Women Returners

These courses are usually run in conjunction with local FE Colleges.

HM Inspectorate of Education

The Post-Compulsory Education Division of HM Inspectorate of Education is responsible for inspecting, reviewing and reporting on further education and community learning.

Its work in further education Colleges is carried out through a service level agreement with the Scottish Further Education Funding Council (SFEFC).

The division is also responsible for quality assurance of the New Opportunities Fund (NOF), ICT training for schoolteachers and librarians, and for inspection of aspects of initial teacher education.

Teacher training accreditation and inspection organisations

This section considers the organisations that train and develop teachers for Further Education and those that accredit and inspect the provision of teacher training. It starts with a brief note on recent changes and on the sector stakeholders that are instrumental in the changes.

The General Teaching Council for Scotland (GTC)

The General Teaching Council for Scotland exists to safeguard and enhance professional standards. The Council provides a means that allows the profession to regulate, control and protect standards in all areas of the teaching profession.

Currently, in primary and secondary education, before a person can practise as a teacher, they must register with the Council. At present in Further Education, registration is still voluntary. The GTC, the Educational Institute of Scotland - College Lecturers Association (EIS-CLA) and the Scottish Further and Higher Education Association (SFHEA) believe that it would benefit Further Education if registration were also to become compulsory for this sector.

To be able to register a lecturer must hold the Scottish Teaching Qualification (Further Education) or an equivalent qualification.

In 1994, the Council established a Further Education Committee, to raise the profile of the Council within the sector and to encourage all eligible lecturers to register, as well as to press for compulsory registration for all lecturing staff within Further Education.

Teacher Training Institutions

Only approved institutions can offer the Teaching Qualification (Further Education). There are currently three approved institutions in Scotland:

- University of Strathclyde
- University of Stirling
- Northern College

Scottish Ministers in consultation with the General Teaching Council for Scotland award approval on condition that other 'units' provided by other 'approved providers' are recognised.

Units based on the National Index of Initial Teacher Training and Professional Development Units can be provided by Colleges and other providers who seek recognition as an 'approved provider' from the Further Education Professional Development Forum.

Scottish Qualifications Authority (SQA)

SQA is the national body in Scotland responsible for the development, accreditation, assessment, and certification of qualifications other than degrees.

SQA's role is to devise, develop and validate qualifications, and keep them under review; accredit qualifications; approve education and training establishments as being suitable for entering people for these qualifications; arrange for, assist in, and carry out, the assessment of people taking SQA qualifications; quality assure education and training establishments which offer SQA qualifications; issue certificates to candidates.

Qualifications that are currently available include:

- Standard Grade
- National Qualifications (including revised National Units and Highers as well as new subjects at Access, Intermediate and Advanced Higher levels)
- Higher National Certificates and Diplomas (HNC/HND)
- Scottish Vocational Qualifications (SVQs)
- Customised Awards and Professional Development Awards.

Beneficiaries and other influencers

Although, individual students are identifiable as the primary beneficiaries of FE learning opportunities, they have limited influence as stakeholders. Research has confirmed that FE is driven more by government policy and the application of funding mechanisms, than by individual learners, local communities or businesses.

There are, however, a variety of interest groups and organisations that exist to represent the interests of the beneficiaries of Further Education. Those that have the greatest interest in the skills of FE's workforce are identified in this section.

Scottish University for Industry (SUfi)

"Lifelong learning for all of Scotland's people is central to the government's vision for a successful economy and a more inclusive society."

Whilst supportive of all learning, the Scottish University for Industry (SUfi) places particular emphasis on developing skills required to meet the ever-changing needs of today's labour market.

SUfi aims to connect education and training with business and labour market demand by working with partners throughout the learning and business communities.

SUfi initiatives include:

- national marketing campaigns
- improved guidance on learning choices
- developing new business relationships
- a comprehensive national learning opportunities database, helpline and website
- offering opportunities where, when and how it best suits the learner
- developing a national network of customer focused learning centres, in the community and in the workplace
- commissioning new material, both on and off-line
- providing a innovative new, IT-based learning support environment
- helping support learners financially

Local Learning Partnerships

Local Learning Partnerships have been established in 18 locations across Scotland and funding of around £300,000 a year is available to enable them to meet their aim, which is to help co-ordinate and promote opportunities for lifelong learning and to drive forward change.

The Adult Literacies in Scotland Project

The Adult Literacies in Scotland Project is an Enterprise and Lifelong Learning Department initiative to improve literacy and numeracy within Scotland.

Scottish Council of National Training Organisations (SCONTO)

Scottish Council of National Training Organisations (SCONTO) is one of the umbrella organisations that exist to help National Training Organisations fulfil their mission.

For further details refer to the 'UK' section.

FE Sector Organisations

Further Education National Training Organisation (FENTO)

The Further Education National Training Organisation (FENTO) is one of 70 National Training Organisations established to promote competitiveness by raising education and training standards in the sectors they represent.

Further details on FENTO's role are given in the 'UK' section.

Association of Scottish Colleges (ASC)

The Association of Scottish Colleges mission "is to support the Scottish further education sector, advance its interests and represent the views of those who have the responsibility of governing and leading the Colleges."

ASC represents Scottish further education Colleges, as well as Sabhal Mor Ostaig (Gaelic College), Shetland and Kirkwall Colleges, and the Scottish Further Education Unit (SFEU).

ASC's focuses on developing policy for the sector and lobbying on issues which have an impact on the delivery of FE in Scotland. The Association provides a forum for discussion for its members and works to raise the profile and general awareness of FE and the important work carried out by Colleges. It plays a key role in promoting the interests of FE and making sure the sector has an influencing role in shaping education and training policy.

ASC's aims to:

- provide information about the role and the work of the Scottish Colleges
- bring Colleges together to gather views and formulate policy, particularly with regard to education and training, but also in relation to other aspects of the operation of Colleges
- support decision-makers at College level
- advise and assist Boards of Management and Principals as governors, managers and leaders.
- improve the recurrent and capital resourcing of the sector
- influence decision-makers within Scotland and the UK and Europe for the benefit of the sector, its students and other clients

ASC's main objectives are to:

- influence and represent - by lobbying policy and opinion-makers, and raising public and general awareness of the sector.
- integrate FE - by developing the collective efforts of members and sense of purpose of FE as a critical sector of education in Scotland.
- provide information and support to members on matters of strategic concern to Principals and Boards of Management.

Scottish Further Education Unit (SFEU)

The Scottish Further Education Unit is the primary agency whose purpose is to contribute to the development of learning provision within FE Colleges through the support of staff and the curriculum.

They work in partnership with all Colleges in Scotland, as well as other key national agencies.

SFEU provides many services including:

- advice and consultancy
- research, design and development
- professional and organisation training and development
- conferences, workshops and seminars
- publications and information services
- curriculum support

The Educational Institute of Scotland (EIS)

Founded in 1847, the institute currently has 51,000 members, representing about 80% of teachers in Scotland, working in Nursery, Primary, Secondary and Special Education, right through to Further and Higher Education.

EIS has played a full part in the trade union movement in Scotland, the rest of the United Kingdom and in international teacher affairs through affiliation to and active participation in the Scottish Trade Unions Congress (STUC), the Trades Union Congress (TUC) and Education International (EI).

Scottish Further & Higher Education Association (SFHEA)

The Scottish Further and Higher Education Association is an independent trade union composed of lecturers in further & higher education and is affiliated to the STUC.

Formed in 1966 as The Scottish Further Education Association to provide an independent voice for further education. The union grew in size and in 1983, with a significant proportion of the membership engaged in higher education work, the union changed its designation to the Scottish Further and Higher Education Association.

The Association currently has 43 Branches throughout Scotland

Q.7. As you are reading this you are almost certainly from an organisation that is a stakeholder in the FE sector, or you might have another professional interest in education and training.

What does your organisation do that can make a contribution to developing the FE sector's workforce?

Wales

Policy making, legislative and regulatory bodies

The National Assembly for Wales

The National Assembly for Wales has ultimate responsibility for further education and training, and provides funding to the National Assembly for Wales Education and Training Department (NATED).

National Assembly for Wales, Education and Training Department (NATED)

The National Assembly for Wales Education and Training Department (NATED) is responsible for delivering all publicly funded education, training and skills activities in Wales. The department is organised into nine divisions which includes, Teaching and Leadership Division (TLD), Further and Higher Education Division (FHE), Training Skills and Careers Policy Division (TSCP) and the Schools Performance Division (SPD).

From the Further and Higher Education Division, funding is given to the new National Council of Education and Training Wales (CETW) which replaced the Further Education Funding Council Wales on April 1 2001.

National Council for Education and Training Wales (CETW)

The new National Council for Education and Training Wales (CETW) and the Higher Education Funding Council for Wales (HEFC) will be responsible for:

- all post-16 learning funding
- the funding of school sixth forms via local education authorities
- the training which was contracted by the Assembly to the four Training and Enterprise Councils.

Targets for Further Education

CETW has set itself targets to raise the level of participation and achievement in further education and training.

Further Education (FE) Priority Targets include:

- An additional 36,000 students attracted into higher and further education by 2003
- A marked improvement in student retention rates
- Percentage of FE College courses assessed as reaching grade 1 raised from 14% to 15% by 2001/2002
- Percentage of FE College courses assessed as reaching grade 2 raised from 74% to 80% by 2001/2002
- Number of 16-18 year olds without qualifications reduced from 1 in 4 to 1 in 8 by 2004
- Number of working-age adults without qualifications reduced from 1 in 4 to 1 in 8 by 2004

Training Priority Targets include:

- Number of 19 year olds without and NVQ Level 2 reduced by 1 in 3 to 1 in 5 by 2004
- Adults with functional skills in literacy raised from 8 in 10 to over 9 in 10 by 2004
- Young people in Modern Apprenticeships raised from 8,700 to 14,000 by 2003
- Total number of Individual Learning Accounts (ILAs) raised to 50,000 by March 2002

Education Learning Wales (ELWa)

The National Council for Education and Training for Wales (CETW) together with the Higher Education Funding Council for Wales became responsible for all post-16 education and training in Wales from April 1st 2001. Together these organisations are known as Education Learning Wales (ELWa). The Further Education Funding Council for Wales (FEFCW) and the Welsh Training and Enterprise Councils have now merged form part of Education Learning Wales (ELWa).

Education and Training Action Group (ETAG)

The Education and Training Action Group was formed after the general election in 1997 to focus on provision and quality of further education in Wales. Its remit has been to look at the quality of sixth form, FE Colleges and workplace training which is currently provided and to test, refine and consult on the way forward. In particular they have been concerned with:

- Skills needs
- Standards and Targets
- Access and Participation

Welsh Development Agency

The Welsh Development Agency is creating links with further education institutions and industry through an initiative called 'Know How' Wales. The aim is to increase the collaboration between business and education to develop the skills most need by the Welsh economy. They are paying particular attention to technology, innovation and research and development.

Her Majesty's Inspectorate for Education in Wales (Estyn)

The National Council will work with Her Majesty's Inspectorate for Education in Wales (Estyn) to make the best use of the new inspection arrangements which will help to raise standards and improve efficiency. All post-16 learning will be subject to internal and external inspection.

As a way of encouraging FE quality improvement, FE institutions will be able to apply for the new **Mark of Excellence** which will recognise outstanding performance across all institutions' activities.

Teacher training accreditation and inspection organisations

This section considers the organisations that train and develop teachers for Further Education and those that accredit and inspect the provision of teacher training. It starts with a brief note on recent changes and on the sector stakeholders that are instrumental in the changes

The FE sector developed occupational standards for teaching and support in Further Education in England and Wales in 1998/99. The development work was carried out by the then Further Education Development Agency (FEDA - now the LSDA) working on behalf of the Further Education Staff Development Forum (FESDF). The work of the FESDF was taken up by the Further Education National Training Organisation (FENTO) in 1999. FENTO has been active in the development of the usefulness of the standards and has carried on to develop standards for College management. Work is continuing in that standards for support staff are currently under development.

The General Teaching Council for Wales

The General Teaching Council for Wales is an independent self-regulating professional body for teachers in Wales and came into being under the teaching and Higher Education Act 1998.

All teachers are required to register with the council in order to teach in a maintained primary, secondary or special school in Wales. They are currently encouraging teachers in the FE sector with Qualified Teacher Status (QTS) for teaching school age pupils to register, however, current legislation does not allow them to register teachers with an FE qualification.

The Council is responsible for advising the National Assembly for Wales and other bodies on a wide range of teaching issues including standards of teaching and teacher conduct, the role of the teaching profession, training and career development and recruitment to the profession. They also have powers relating to the investigation, hearing and disciplining of teachers' accused of serious professional misconduct and incompetence.

Universities and Higher Education Institutes (HEIs)

University College Wales at Newport offers Teacher Training (FE) qualifications and also validates courses delivered by 13 FE Colleges in Wales and 2 in England.

Other university providers are NEWI, UWIC, and UCWC..

FE Colleges

City and Guilds identifies 33 active centres providing qualifications for FE teachers.

For further details refer to the UK section.

Qualification Curriculum and Assessment Authority for Wales (ACCAC)

The Qualification, Curriculum and Assessment Authority for Wales is an Assembly sponsored public body accountable to the National Assembly for Wales. One of its responsibilities to ensure the quality and standards in external general and vocational qualifications. It is sponsored by the Schools Performance Division but works closely with the Industry and Training Department and the Further and Higher Education Division.

Beneficiaries and other influencers

University for Industry (Ufi)

Ufi is taking forward the Government's vision of a 'University for Industry', by stimulating and meeting demand for lifelong learning among businesses and individuals. Working as a public-private partnership in England, Wales and Northern Ireland, Ufi aims to put individuals in a better position to get jobs, improve their career prospects and boost business competitiveness.

For further details refer to the England section.

Community Consortia for Education and Training (CCETs)

Community Consortia for Education and Training at a local level are responsible for advising and planning education and training. Their aim is to improve local services in education provision and to liaise with local authorities, business and National Training Organisations to establish the skills needs for the area. There are 20 CCETs established throughout Wales. They incorporate the following bodies:

- Non statutory voluntary partnerships of education and training providers
- FE Institutions
- Local Authority training and adult community education centres
- Voluntary sector.
- Local schools' sixth form

National Institute of Adults Continuing Education (NIACE) - Cymru

The National Institute of Adults Continuing Education is a charity, representing both England and Wales, with the aim of increasing the number of adults engaged in learning.

Within Wales a specialist committee, NIACE Cymru oversees the organisation's work.

For further details on NIACE refer to the 'England' section.

National Training Organisation – Cymru (NTO-Cymru)

National Training Organisation – Cymru are one of the umbrella organisations that exist to fulfil National Training Organisations' missions.

For further details refer to the 'UK' section.

The Basic Skills Agency (BSA)

The Basic Skills Agency is the national agency for basic skills in England and Wales. It is supported and funded by the government but is run as an independent, non-profit making charity.

For further details on BSA refer to the 'England' section.

FE Sector Organisations

Further Education National Training Organisation (FENTO)

The Further Education National Training Organisation (FENTO) is one of 70 National Training Organisations established to promote competitiveness by raising education and training standards in the sectors they represent.

Further details on FENTO's role are given in the 'UK' section.

The Association of Further Education Colleges in Wales (fforwm)

The Association of Further Education Colleges in Wales (Fforwm) works on behalf of Further Education Colleges in Wales and has formed partnerships with other organisations (such as the government, educational bodies, employers). Fforwm's main functions include lobbying, curriculum and staff development, research, European funding and representation.

Association of Colleges (AoC)

The Association of Colleges represents the interests of Colleges in the further education sector in England and Wales.

For further details on AoC refer to the 'England' section.

National Association of Teachers in Further and Higher Education (NAFHE)

With 65,000 members, NATFHE is the largest trade union and professional association for lecturers, trainers, researchers and managers working in further and higher education throughout England, Wales and Northern Ireland.

For further details on NAFHE refer to the 'England' section.

Association of Teachers and Lecturers (ATL)

The Association of Teachers and Lecturers, formerly the Assistant Masters and Mistresses Association (AMMA), is a TUC-affiliated trade union and professional association. It represents more than 150,000 teachers and lecturers in England, Wales and Northern Ireland.

For further details on ATL refer to the 'England' section

The Sixth Form Colleges' Employers' Forum Ltd (SFCEF)

The Sixth Form Colleges' Employers' Forum (SFCEF) represents all sixth form Colleges in England and Wales, although it should be noted that Wales has only one sixth form College.

For further details on SFCEF refer to the 'England' section.

Further Education Development Agency – Cymru

Part of the Learning and Skills Development Agency (England), the Further Education Development Agency (FEDA)- Cymru operates in Wales and takes account of any Welsh differences when developing policy and practice in post-16 education and training.

The functions of FEDA – Cymru include:

- research and development
- facilitating networks
- projects, e.g. key skills, the Welsh Learning Network Programme, bilingual materials on the internet, QUILT - Quality in Information and Learning Technology.

Welsh Joint Education Committee

The Welsh Joint Education Committee (WEJC) was established in 1948 and is a consortium of Local Education Authorities. It is owned and controlled by 22 unitary councils in Wales and its responsibilities include:

- the provision of a range of educational services
- co-ordination of Wales with Europe education and training projects.

Q.7. As you are reading this you are almost certainly from an organisation that is a stakeholder in the FE sector, or you might have another professional interest in education and training.

What does your organisation do that can make a contribution to developing the FE sector's workforce?

UK

Other organisations linked to government

Over and above the various parliaments, executives, assemblies and departments referred to in the sections describing stakeholders in specific countries, there are many other government departments and agencies that have legitimate interests in the expertise of FE's workforce. These include the Employment Service, the Commission for Racial Equality (CRE), the Equal Opportunities Commission (EOC), the Disability Rights Commission (DRC), the Health and Safety Executive (HSE) and the Food Standards Agency (FSA).

Beneficiaries and other influencers

National Training Organisations (NTOs)

National Training Organisations are employer led, government promoted and supported organisations that exist to enhance the competitiveness and prosperity of the UK by improving the skills and competence of people in all sectors of the economy.

NTOs are the recognised voice of employers on the skills and people development needs of UK industry and employment sectors. NTOs work to

There have been more than 70 NTOs but there are now moves to reduce the numbers quite substantially.

NTO -National Council (NTO-NC), the Scottish Council of National Training Organisations (SCONTO), Training and Employment Agency (NI) and NTO - Cymru are umbrella organisations that exist to help NTOs to fulfil their mission. They do have specific roles in relation to SWDPs as, for example, NTO-NC produced the guidance document on Workforce Development Planning and it is involved in the promotion of Skills Dialogues that are currently bringing together NTO intelligence relating to broad industry sectors.

FE Sector Organisations

FENTO

New role in endorsement

FENTO is one of more than 70 National Training Organisations (NTOs) established to promote competitiveness by raising education and training standards in the industries and occupations they represent. It is the national leadership body responsible for the development, quality assurance and promotion of national standards for the FE sector.

FENTO recently published the Teaching and Learning Standards and is currently piloting the FENTO Management Standards. Over the next two years FENTO will develop and launch other standards relevant to individuals working in the sector so that all occupations in FE are served by occupational standards.

A council of 30 members governs FENTO. Council members are drawn from a wide range of backgrounds including FE Colleges, industry, government and

Trade Unions. Scotland, Wales and Northern Ireland are also represented on the Council.

FENTO makes several important contributions to improving the skills position in the FE sector. They give independent advice, guidance and information on education and training for all those who work in the sector and promote the use of occupational standards in FE in order to raise the contribution made by staff at all levels. The new role for FENTO, that of the body that endorses qualifications for teachers in FE Colleges, has already been referred to.

FENTO's mission is to ensure that all College staff and Board members can be trained to the highest standards.

For the years 2001-2004, FENTO has published four strategic aims. They are to:

- be recognised as responsible for assessing the skill needs of all staff employed within the post 16, FE sector;
- be recognised as a strategic authoritative voice on national occupational standards for staff working in FE colleges who play a significant part in the post-16 sector throughout the UK and Offshore Islands;
- develop FENTO's capability as a National Training Organisation;
- position FENTO in order to respond to emerging post-16 initiatives in learning and skills.

FENTO will be instrumental in the implementation of this WDP and in the on-going evaluation of its effectiveness.

Other

The Employment Service

The employment service aims to help people without jobs to find work and employers to fill their vacancies. One of the main objectives of the service is to help people without jobs, and particularly those on welfare and at a disadvantage in the labour market, to find and keep work by providing appropriate information, advice, training and support, and by encouraging employers to open more opportunities to them.

The New Deal

The New Deal is a joint initiative between the Department for Education and Employment (DfEE) and the Department of Social Security (DSS).

Under New Deal for those aged 18-24: full-time education or training is one of the four options available if an unsubsidised job cannot be found during the first few months of New Deal. The education or training must help to provide the skills/qualifications required by the person in order to enter employment. Those who enter full-time education and training under the New Deal for 18-24 year-olds are guaranteed the equivalent of Jobseekers Allowance. Help can be given towards the cost of books or materials.

Under New Deal for people aged 25+: full-time education and training may be selected as the most appropriate programme of help. It provides the chance to retrain in skills, whilst remaining on Jobseekers Allowance. While most courses are short, it is possible to follow full-time education or training for up to a year. The education and training undertaken must be vocational, and must help the participant to find work. It could involve a short course to boost existing skills, or training for new skills.

New Opportunities Fund

The New Opportunities Fund is a Lottery Distributor created to award grants to health, education and environment projects throughout the UK. Many of their grant programmes focus particularly on those in society who are most disadvantaged.

Q.7. As you are reading this you are almost certainly from an organisation that is a stakeholder in the FE sector, or you might have another professional interest in education and training.

What does your organisation do that can make a contribution to developing the FE sector's workforce?

ACTION and TARGETS

This section identifies the priorities arising out of the issues. It suggests the outcomes that are required, offers a range of actions for consideration and proposes measures and targets.

Target setting is, as always, a challenge. The targets must promote development of skills in FE's workforce, in order to maximise the contribution that the sector can make to the wealth and welfare of UK PLC. You are asked to consider the targets in relation to this objective but also against criteria that demand they are challenging but achievable. We do anticipate some fairly strong comments in relation to the proposed targets.

Overcome skills shortages and recruitment difficulties

Intended outcome

To raise the FE sector's competitiveness in the labour market to the point that skills shortages disappear and the extent of recruitment difficulties is dramatically reduced.

Actions

- ◆ Monitor the efficacy of current actions on pay and conditions; make additional adjustments if required
- ◆ Promote the new reality of work in the sector
- ◆ Develop innovative schemes to attract groups such as early retirees from successful companies and under appreciated minority groups
- ◆ Promote, and if necessary impose, schemes of training for staff who are the College managers of the future
- ◆ Develop regional programmes of Continuing Professional Development that receive national endorsement and accreditation
- ◆ Maintain and act on the findings of the annual monitoring undertaken by FENTO

Proposed measures and targets

In the short to medium term measurement should be based on the model established in FENTO's Skills Foresight research. Thus the target must be for the proportion of Colleges that report shortages to fall quite substantially year on year.

The target should be for an immediate reduction of 20% in reports of recruitment difficulties and for a 50% reduction over 3 years. These targets must be rigorously applied in the critical skills shortage areas.

Q.8. What other comments do you have in relation to the actions and targets for overcoming skills shortages and recruitment difficulties?

Address skills gaps*Intended outcome*

Overall skills levels will rise in the sector, to the benefit of learners, Colleges, individual staff and the country. The sector will become even better equipped to contribute to the development of the nation's workforce.

Actions

- ◆ Ensure that the maximum benefit is derived from the implementation of mandatory qualifications in the sector
- ◆ Prioritise the use of the standards fund to meet the critical needs in all Colleges
- ◆ Increase the levels of participation in major training programmes for learning delivery using ILT
- ◆ Structure a nationally approved framework of CPD that is focused on addressing the skills gaps that have been shown to exist.

Proposed measures and targets

The measure will be the proportion of Colleges that report skills gaps in specific skills areas. Because of the importance of some of these issues and the need for rapid change it will be necessary to monitor progress on an annual basis.

The target should be for the level of reports of skills gaps to reduce by 50% within 4 years.

Q.9. What comments do you have in relation to the actions and targets for addressing the skills gaps?

Action on management development*Intended outcome*

The new initiatives for the development of principals and senior managers will produce measurable improvements in College performance, while development of more junior staff ensures adequate supply of skilled supervisors and junior managers and strong competition for the most senior posts in FE.

Actions

- ◆ Develop an all-embracing, UK wide strategy for the development of all levels of College managers
- ◆ Monitor the performance of the national programme for the development of senior managers and principals
- ◆ Initiate regional programmes of development for junior managers
- ◆ Link these initiatives to appraisal systems

Proposed measures and targets

There are two complementary measures that must be used. The first relates

to the proportion of principals and managers that hold both generic and sector specific management qualifications. The second relies on the proportion of Colleges that report specific skills gaps in their management teams.

The targets should be to:

- ◆ Establish baselines in the first year
- ◆ Achieve a 25% improvement in the numbers of qualifications in 4 years
- ◆ Halve the levels of skills gaps in 4 years

Q.10. What comments do you have in relation to the actions and targets for action on management development?

Information and learning technology

Intended outcome

The FE workforce becomes fully equipped to maximise the efficiency and effectiveness gains that should arise out of using ILT.

Actions

- ◆ Develop new FE sector and individual College strategies for the development of ILT based learning
- ◆ Develop strategy and objectives for an integrated programme of resource development and staff training in ILT for FE
- ◆ Development of specific qualifications to promote learning and change in the existing FE workforce
- ◆ Initiate a rigorous programme of monitoring progress
- ◆ It may also be appropriate to conduct a new review of the potential of ILT in the sector, and of the factors that limit achievement
- ◆ Ensure that sector staff have sufficient access to IT hardware by increasing resources in the workplace and provision of subsidised computers for personal use.

Proposed measures and targets

Measures should include the numbers of staff that achieve challenging qualifications that equip them as effective developers of ILT based learning, and reductions in the proportion of Colleges that report ILT skills gaps.

The target should be to establish the baseline in the first year and to achieve a 15% per annum growth in the numbers of FE staff who are qualified to use ILT within their programme delivery. There should also be a 20% reduction in reported gaps within 4 years.

Q.11. What comments do you have in relation to the actions and targets for using information and learning technology skills?

New mandatory qualifications

Intended outcome

To contribute to the development of a truly world beating FE workforce by ensuring that all staff become professionally qualified for their roles.

Actions

- ◆ The sector needs to embrace the new mandatory qualifications for FE teachers (QTFE)
- ◆ Principals need to commit themselves to their new qualifications so that the culture develops to accept relevant mandatory qualifications for all categories of staff
- ◆ Acceptance of the mandatory qualifications should be built on to develop and sustain programmes of mandatory CPD

Proposed measures and targets

Simple monitoring of the numbers of staff that are appropriately qualified should suffice. However, monitoring of the numbers of staff who participate and then begin to gain certification through CPD should be a short-term goal.

Targets should be for all staff to be participating in CPD within 3 years and for there to be reductions in the proportion of unqualified staff at the rate of 20% per year.

Q.12. What comments do you have in relation to the actions and targets for the new mandatory qualifications?

Developing support staff

Intended outcome

All support staff should become professionally qualified to carry out their roles.

Actions

There is a need for a high level review of the contribution that is made by, and required of, support staff. Actions required include:

- ◆ The development of standards for support staff should be completed as soon as possible
- ◆ Appropriate qualifications should be developed and prescribed for all essential support staff roles

Proposed measures and targets

In the short term measures can revolve round the availability of standards and qualifications. In the longer term monitoring of qualification levels of support staff will become relevant.

Targets should be for there to be qualifications available for all key support

roles by September 2002 and for 20% to be qualified by the end of 2004.

Q.13. What comments do you have in relation to the actions and targets for developing support staff?

Overcoming barriers to training and development

Intended outcome

Training and development will be considered as the norm for all categories of staff.

Actions

- ◆ Maintain earmarked funding
- ◆ Act to reinforce the mandatory requirements for qualifications
- ◆ Develop regulations governing continuing professional development (CPD)
- ◆ Establish mechanisms to promote and reward CPD

Proposed measures and targets

The proportions of Colleges that identify specific barriers reduce and participation rates in CPD increase.

The target is for all staff to be participating in CPD within 3 years.

Q.14. What comments do you have in relation to the actions and targets for overcoming barriers to training and development?

Research and data collection

Intended outcome

Sector stakeholders in all four countries should be working to an agreed data collection plan that optimises the timely availability of valuable information while minimising the demands placed on College administrative systems.

Actions

- ◆ FENTO should initiate a UK wide review of data needs and the collection methods used by all stakeholders
- ◆ FENTO should consider the extent of routine data collection that it is required to undertake to discharge its monitoring and information provider responsibilities
- ◆ Stakeholders should commit themselves to a co-ordinated data collection strategy

Proposed measures and targets

A fully co-ordinated data collection strategy to be in place and fully operational

within 3 years.

It should be noted that any co-ordinated strategy would apply only to routine data collection. It would not have any impact on pilot projects or one-off research activities.

Q.15. What comments do you have in relation to the actions and targets for research and data collection?

Q.16. What would you recommend as the highest priorities for action?

Q.17. What contribution does your organisation expect to make in meeting the priorities of the Further Education Sector Workforce Development Plan?

ADDITIONAL COMMENTS

Please add any additional comments to the end of the response form.

Feedback

Please use the special response form which is contained in a separate file.

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