



PAULO

Workforce Development Plan

March 2004

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This Project Undertaken by ENTO

1 Foreword

In a speech in Cape Town, South Africa, on 7 June 1966, Robert F. Kennedy said, "There is a Chinese curse which says, "May you live in interesting times." Like it or not, we live in interesting times..." Journalists picked up the phrase and it has now become commonplace.

The Community-based Learning and Development sector in the UK 'lives' in interesting times. What is commonplace, however, is the change in the field of Vocational Education and Training. In particular the last few years have seen us move from Lead Bodies to National Training Organisations (NTOs) and now we have an almost complete network of Sector Skills Councils (SSCs).

The work of PAULO continues unabated and, as part of the new Lifelong Learning Sector Skills Council, we will seek to ensure that our structure, particularly at board level, works towards:

- greater opportunities for access to the sector
- greater degree of flexibility within the sector
- the development of a suitable qualifications framework which supports individual (vertical and horizontal) progression and lifelong learning

The revision of the Workforce Development Plan (WDP) is timely. The recommendations contained within it will feed straight into PAULO's action plan. This action plan will also contain timescales and allocation of responsibility for implementation. In short, we now have an excellent platform on which to develop our sector and those within it. I confidently expect this to lead directly to greater levels of participation, understanding, opportunity, recognition and competence throughout our sector. The implications for the improvement in services that we provide are significant.

The recommendations within this report are challenging. PAULO, through strategic partnership and operational excellence, is committed to meeting those challenges.

These are indeed interesting times.

Dick Ellison
Chair of PAULO

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2 Executive summary

PAULO's UK-wide 'footprint' covers the occupational sector that includes:

- Community-based Adult Learning
- Community Education (and Community Learning and Development Scotland)
- Community Work
- Development Education
- Family Learning
- Parenting Education & Support.
- Youth Work (and Connexions Service England)

PAULO's role is to advance, support and raise national occupational standards and training for all those engaged in promoting community-based learning and development.

Currently, PAULO is seeking to maximise its impact and effectiveness by entering into a strategic partnership with other (former) National Training Organisations (NTOs).

It is the intention of the PAULO board that the partnership will be formalised in the form of a Lifelong Learning Sector Skills Council (LLLSSC) which will be part of the UK-wide Skills for Business Network. The LLLSSC partners are:

- PAULO
- FENTO (Further Education NTO)
- HESDA (Higher Education Staff Development Agency)
- ISNTO (Information Services NTO)
- Work-based Learning

PAULO's previous (2002) Workforce Development Plan (WDP) was well researched and presented. However, it was recognised that the sector evolves rapidly in terms of legislation, working practices, skills profiles, educational and training issues. This means that any WDP has a limited 'shelf life'. The PAULO

board decided to review the original WDP. This report presents the outcome of that review.

The review contacted some 200 named practitioners working across the PAULO remit across the UK and used:

- Email contact and follow up
- Postal contact and follow up
- Web-based documentation
- Direct telephone interview
- An Expert Reference Group

Many of the recommendations contained within the 2002 project have been addressed either fully or partially. This report contains the updated recommendations which reflect the:

- importance of the 'shelf life' issue
- dynamism associated with the sector
- desire to make the WDP less overtly strategic (top down)
- desire to make the WDP more operational (bottom up)

The main issues identified by the consultation have informed the revised recommendations and include:

- Need for a genuine UK-wide approach which recognises and respects the specific regional agenda/structure where appropriate
- Need for greater clarity in terms of sector definition
- The sector is developing and maturing (eg Community-based Development and Regeneration is a 'new' and important sub-sector)
- Need to 'break out of the silos'

- Encouragement of sector mobility by encouragement of greater recognition of experience and other qualifications gained and held by those working in the sector and those seeking to work in the sector
- International Benchmarking against countries displaying 'best practice' would be useful

The four main functional areas and associated (shortened) recommendations are listed below (see report for full text):

Identifying sector boundaries

Paulo should:

- Undertake an initial desk-exercise to identify the common themes and conclusions drawn from the completed work. This analysis should then be used as the basis for a definitive PAULO-specific piece of research on the profile of the sector.
- Take the lead on the 'footprint' definition for the PAULO sector.
- Develop a system to collect consistent and accurate labour market intelligence and data on a regular basis.
- Become the major source of up to date and accurate information on the sector, regularly publishing digests of statistics from the sector.
- Develop a database which contains details of all the research both underway and planned.
- Identify, in detail, the specific needs (training, development, qualifications, recognition etc) of a specific sub-sector.

Developing the sector as a valid career in public and social services

PAULO should:

- Research all sources of careers information and then seek to develop a range of complementary communications materials.
- Seek to work with the relevant voluntary sector NTO/Sector Skills Council (SSC) and the home office to develop a range of promotional material to encourage volunteering.
- Develop a database of all sectoral qualifications and training providers across the UK.

Access to flexible, employer recognised training routes

PAULO should:

- Continue work on developing common core standards as the basis for creating a clear, coherent and flexible framework of qualifications across the sector that relate to the credit and qualifications frameworks across the UK.
- Seek to ensure clarification of existing systems for professional endorsement with a view to ensuring rapid harmonisation of requirements and cross country/occupation recognition.
- Research all possible alternative and additional routes into the sector (e.g. Modern Apprenticeships). This should also include exploring the potential for graduate apprenticeship training courses.
- Promote the concept, and support the implementation where possible, of employee development/training.

Embedding future skills research and design

PAULO should:

- Review its structures and committees.
- Develop and maintain networks of local employing organisations clearly linked to relevant government and funding structures.
- Identify and invite key individuals to contribute to a PAULO 'think tank'.
- Undertake a formal international benchmarking exercise against those countries which are perceived to be examples of best practice (currently Holland and Denmark).

Consultation feedback identified the main workforce development needs now and in 3 years as including:

- Improved labour market intelligence (LMI) on the Voluntary sector.
- The development of non-academic routes to qualifications and endorsement for non-full time staff (ie part-time and volunteers).
- Identification of qualifications which afford a clear career framework with identifiable paths.

The challenges set out in this report will be taken forward by PAULO as part of the Lifelong Learning Sector Skills Council (LLLSSC).

3 Introduction

PAULO is the former National Training Organisation (NTO) for Community-based Learning and Development in the UK. PAULO covers the occupational sector that includes Community-based Adult Learning, Community Education, Community Learning & Development Scotland, Community Work, Development Education, Family Learning, Parenting Education & Support, Youth Work and Connexions Service England. PAULO's role is to advance, support and raise national occupational standards and training for all those engaged in promoting Community-based Learning and Development.

The PAULO board, in November 2003, decided to contract with ENTO (formerly the Employment National Training Organisation) to act as its agent for delivery of the PAULO strategy, objectives and projects. This partnership saw the fruitful combination of expertise and UK network of PAULO with the delivery capability and UK network of ENTO.

At the same time as these decisions were being made, and impacting upon those decisions, there were major structural changes in the NTO arena. New organisations called Sector Skills Councils (SSCs) were being formed and new partnerships were appearing in the sector.

The most exciting partnership in relation to identifying and addressing the needs of the PAULO sector is that of the Lifelong Learning Sector Skills Council (LLLSSC). This new organisation will see a formal relationship being established between:

- PAULO
- FENTO (Further Education NTO)
- HESDA (Higher Education Staff Development Agency)
- ISNTO (Information Services NTO)
- Work-based Learning

Workforce Development Plan 2004

It is anticipated that the collective strength of these 5 partners, and the potential for an entirely new level of educational/vocational coherence, will allow the 'sector' to flourish in a way that has, hitherto, not been possible.

It is known at time of writing that a Sector Skills Council for Social Care and Children and Young People is under consideration by the relevant bodies. Clearly this may impact upon the LLLSSC 'footprint' and development.

4 Background

PAULO, as Standards Setting Body for the Community-based Learning and Development sector, researched and developed a Workforce Development Plan (WDP) in February 2002 for those working in the sector.

The outcome of the 2002 WDP was that 16 Recommendations were made under a total of 4 groupings. Those 4 groupings were:

- Identifying sector boundaries (4 Recommendations)
- Developing the sector as a valid career in public and social services (4 Recommendations).
- Access to flexible, employer-recognised training routes (5 Recommendations).
- Embedding future skills research and design (3 Recommendations).

It was agreed, at PAULO board level, that this WDP should be reviewed in 2 years time and in August 2003 work commenced on the revision. The focus of the revision was to maintain the relevance and usefulness of the WDP to the sector and, in particular, to:

- Review the (4) groupings and (16) Recommendations.
- Determine which were still valid and ongoing.
- Determine which were no longer valid (e.g. those which had been superseded by changes in the sector; through new legislation; changes in working practice etc).
- Identify how to amend the list of Recommendation (by adding to or deleting from).

This report is the outcome of the review. It identifies a way forward for the sector in the context of the relationship with ENTO and with the LLLSSC.

5 Methodology

The UK Community-based Learning and Development sector, as defined by the Standard Industrial Classification (SIC) codes, is a large, non-homogeneous and thus complex sector. The occupational roles held by those working in the sector, as defined by the Standard Occupational Classification (SOC) codes, are varied in terms of activity, level/type of responsibility, employment status (full-time, part-time, volunteer, paid, unpaid) and thus complex also.

With this in mind, it was agreed to adopt the most simple and easily understood approach to all aspects of the review. In the first instance this meant identifying what progress had been made against the 16 original recommendations and then using this 'update' and the 2002 WDP as the platform for the review.

This approach would ensure consistency from PAULO and a healthy familiarity from the, already consultation-laden, sector.

A web-based consultation was initiated through the PAULO and ENTO websites with the development of a consultation questionnaire and all relevant supporting documents.

The PAULO databases were interrogated and updated as far as was practicable. As a result almost 200 individuals were contacted first by letter (by way of promoting the consultation) and then by email (which directed them to the appropriate website pages). Care was taken to ensure genuine UK-wide access to the consultation.

In addition to, and concurrent with, the web-based consultation outlined above it was agreed that an Expert Reference Group be formed to meet and to discuss in detail the major issues affecting the WDP. Invitations were issued to contacts in all four countries in the UK. The meeting was held in London (February 2004) and

PAULO is grateful to the Workers Educational Association (WEA) for donating the use of their room.

All of the individual contacts on the database received 3 reminders in total, via email, to visit the website and complete the consultation questionnaire.

Finally, key individuals were identified and contacted directly by telephone in order to ensure their input to the final consultation.

Overview and headline issues

- 6 The 2002 Workforce Development Plan (WDP) was written at a strategic level. It is anticipated that the recommendations from this 'updating process' (in the form of strategic aims) will serve to lead on to contextualised project work (with specific objectives). This is usually characterised as a 'top down' approach. The development of a Sector Skills Council for Lifelong Learning would play a major role in this sector at the strategic level once established later this year.

The 4 functional areas covered by the 2002 WDP drew no responses during the consultation and are therefore considered sufficiently robust for use in this review work.

- 7 To maximise the impact of the top down approach and also to offset any of its real or perceived weaknesses it may be useful to undertake, simultaneously, an explicitly 'bottom up' approach. It is suggested that PAULO should identify, in detail, the specific needs (training, development, qualifications, recognition etc) of a specific sub-sector. The sub-sector selected should be one which has a relatively high level of regulation and evaluation. This would provide a useful platform on which to build the detailed analysis. **This is a suggested new recommendation.**

- 8 The sector is itself developing and maturing. New sub-sectors such as Community-based Development and Regeneration must not be overlooked. This underlines the importance of accurately identifying the sector, its boundaries and overlaps etc.

This work on clarification of the sector will help to develop a 'sense of sector'. This sense does not exist in its broadest context because of the ongoing issues of people within the (broad) sector working in discrete 'silos'.

However, there is evidence that inter-disciplinary working is on the increase but the qualification framework in the sector is still 'in silos'. This means that an individual who may be required to work in this fashion may have to undertake another full qualification. Clearly, mutual recognition of qualifications, perhaps in the form of formalised Accreditation of Prior Learning (APL), is required across the sector in order to reflect how the sector works in practice. This naturally leads on to issues around professional endorsement and validation.

Another factor which PAULO must consider is that specific disciplines within the sector have experienced significant growth of part-time workers and portfolio workers. Some of these will be paid staff and others will be unpaid volunteers. This may be a useful tool in understanding and 'breaking down' the sector into PT and FT but also makes tracking of staff and the related LMI more difficult.

- 9 Not all learning in the sector leads on to actual qualifications. People in the sector often take discrete 'chunks' of learning e.g. a unit in Fund Raising. It is important that this learning is recognised in some way. This may mean smaller but more coherent packages of learning with a completion certificate. The current (national) move to 'unitisation' and credit accumulation may help this. Other developments including the Scottish Credit and Qualifications Framework (SCQF) will impact upon, and be impacted upon, this issue of 'recognition'.

FENTO standards are considered by some to be too prescriptive and onerous for the Community-based Adult Learning (CBAL) sector. It is understood that these are about to be reviewed with a view to developing National Occupational Standards (NOS). There is also a current and related research project in Adult Community Learning (ACL) for England, organised by NIACE and DfES with funding from LSDA. This may provide some helpful data for the PAULO sector.

- 10 All of PAULO's activities should ensure that employment mobility is encouraged and facilitated (e.g. the Community Education qualification from Scotland is not currently recognised elsewhere in the UK) and further that the sector has a culture that is responsive to change in legislation at UK and European levels.
- 11 It may be useful to undertake a formal International Benchmarking exercise against those countries which are perceived to be examples of best practice (currently Holland and Denmark). This could possibly be cross-referenced to the (federal) structure and nature of the sector in Australia. **This is a suggested new recommendation.**
- 12 PAULO sector has enormous internal training capacity which is currently not being exploited. As such, it is important that PAULO should promote the concept, and support the implementation where possible, of employee development/training. E.g. NIACE has an Employee Development Fund (EDF) for all employees to undertake any training they so choose. This brings its own benefits to the individual and to the employing organisation. PAULO should ensure that this is an 'even-handed' approach with SMEs receiving as much practical support as the major employers. **This is a suggested new recommendation.**
- 13 It is important to remember that PAULO is only 4 years old. In terms of NTO/SSC development it is about to move into its 'adolescent' years. However, a lot of good work has been done and this work must be built upon.

14 Detailed context and response on the 16 'original' recommendations

This section contains details of the:

- 16 original recommendation from the 2002 work
- progress made by PAULO and others to date on each recommendation
- key feedback from the 2003/2004 consultation process
- way forward (in terms of how the original recommendation should be amended)

15 Recommendation 1

PAULO should agree with major stakeholders, inside and outside the current sector, where the sector boundaries should lie. These should be regularly reviewed in light of changes and new initiatives affecting the sector.

Progress

There have been a number of developments on this front. There were a number of research projects outlining the sector boundaries:

- The DEMOS report for the PAULO Board in February 2002.
- The DFES 'Skills Dialogue on the Post 16 sector' 2002.
- The Treasury Report on the Voluntary and Community Sector 2002.
- The DFES 'Skills Dialogue – Social Inclusion Partnership' 2003.

At time of writing there was also consultation with employers as part of the Lifelong Learning Sector Skills Council 'footprint' work for the initial Expression of Interest (January 2004).

The present view is that the sector boundaries encompass the following professions: youth work (and Connexions Service England); community based adult learning; community development and work; community education; community learning and development (Scotland); family learning; parenting education; development education.

There are important interfaces with youth guidance (Connexions Service); community based adult learning (with further education), family learning (with schools and pre-school staff) and the Voluntary sector with regards to learning and development. This remains to be addressed in the 'footprint' section of the Business Plan for recommendation as an SSC.

Key feedback from consultation

- Many of the issues in the sector stem from the fact that the distinctions are not clear across and between sub-sectors. It is essential that PAULO continues to work to clarify the sector (and sub-sector) boundaries. This is a high priority.
- It is important to preserve the nature, and develop further recognition, of the sector.
- Maintain progress made.
- Those in the sector (approximately 50K) are currently unhappy to work to the FENTO standards.
- The PAULO/FENTO interface requires special attention.
- There is greater commonality across the sector (FE/Adult Ed and Comm. Ed) than difference although some feel that the Common Core Standards may prove to be too generic to have any real meaning. In addition they may not capture the 'facilitation' competences which are essential throughout the sector.

The way forward

The 'original' recommendation 1 should be replaced by the following 2 new recommendations:

PAULO should undertake an initial desk-exercise to identify the common themes and conclusions drawn from the completed work as detailed above. This analysis should then be used as the basis for a definitive PAULO-specific piece of research on the profile of the sector. Particular attention should be paid to the 'boundary issues' (such as ACL/CBAL) and should also incorporate all intelligence on projections as to the nature of the sector 3-5 years hence.

PAULO, in the context of the developing Sector Skills Council, should take the lead on the 'footprint' definition for the PAULO sector across the UK.

16 Recommendation 2

A system to collect consistent and accurate labour market intelligence and data on a regular basis is urgently needed; wherever possible building on and extending existing data collection systems used by major organisations in the sector. PAULO has a key role in collating information from a wide variety of sources and in developing tools to address areas not currently covered. Any system agreed must be better able to obtain information about voluntary and community organisations in the sector, particularly those operating at local level only.

Progress

The PAULO Labour Market Intelligence (LMI) report was published in 2001. No further work on a UK national level for the whole sector has been undertaken to develop this, although major organisations such as the National Youth Agency continue to collect data. LMI was undertaken for the Federation of Community Work Training Groups in 2002.

Key feedback from consultation

- Would benefit from successful completion of Recommendation 1. This is a high priority.
- Must address issues of devolution and different networks in those countries.
- Important to understand and deal with sector make-up eg1: large numbers of PT. eg2; the sector has people frequently moving from 'silo to silo' Basic Skills teachers move readily from Local Authority employer to College and maybe back again. Eg3; a multi-level sector requires a multi-level career framework which addresses teaching in ANY (FE or community) setting.

The way forward

Implementation of Recommendation 1 will go a long way to addressing the LMI aspects contained in Recommendation 2. No change to Recommendation 2 is required however it may be useful to implement it at the same time as, or lagging by say 3 months behind, Recommendation 1.

17 Recommendation 3

PAULO should become the major source of up to date and accurate information on the sector, regularly publishing digests of statistics from the sector.

Progress

This has not yet been addressed.

Key feedback from consultation

- There already exists a number of useful documents in a variety of formats which are aimed at specific target audiences.
- Must avoid 're-inventing the wheel' on this one.

The way forward

Clearly both Recommendations 1 and 2 will contribute to this by affording greater clarification as to the nature of the sector and relative sizes of the sub-sectors within it. The 'original' recommendation 3 should be remain but be supported by another new recommendation:

PAULO should become the major source of up to date and accurate information on the sector, regularly publishing digests of statistics from the sector.

PAULO should develop a database which contains details of all the research both underway and planned. This would allow networking opportunities and potential

collaboration through strategic-partnership. As an example: Chapter 6 of the 'Every Child Matters' green paper may be a useful reference document for the development of the WDP.

18 **Recommendation 4**

The government's own systems of information collection on the workforce do not adequately reflect the breadth and depth of many roles in the community based learning arena. PAULO should initiate discussions with relevant departments and agencies across the UK including DfES, Dept. for Work & Pensions, DTI, DETR (now the Office of the deputy Prime Minister), Scottish Enterprise, Highlands & Islands Enterprise, Welsh Development Agency, Department for Education & Learning in Northern Ireland, the National Office of Statistics and other relevant bodies to ensure that statistics collected by government on employment properly identify workers in the sector.

Progress

Initial work was undertaken to contact the National Office of Statistics to raise the issue of the Standard Industrial Codes and Standard Occupational Codes. This issue was identified as problematic in the Treasury Report on the Voluntary and Community Sector (2002). No further development by PAULO has been undertaken.

Key feedback from consultation

- Must address issues of devolution and different networks in those countries.
- This work should be ongoing for PAULO.
- Must get own house in order before approaching others

The way forward

This recommendation has now been subsumed by all of those above.

19 Recommendation 5

PAULO should create and disseminate a range of attractive leaflets and publicity material about work in the sector for use in promoting career options in the various occupational areas.

Progress

In England, PAULO is working with the DFES, National Youth Agency and others to develop such publicity material as part of the 'Transforming Youth Work' initiative. In Scotland, PAULO was part of the Community Education Training Review Group that identified this as a barrier to sector entry.

Key feedback from consultation

- This should be done in partnership with employers.
- There is an ongoing need for publicity in the sector.

- Support a genuine UK-wide approach.
- Use standards (and then qualifications) to develop a career structure. The Youth Work standards need to be reviewed and 'proper' standards are also required in Community Education and Adult Education. Note that work on scoping out the Adult and Community Learning standards (in England only) will conclude in early-mid 2004.

The way forward

The 'original' recommendation 5 should be replaced by the following new recommendation:

PAULO should research all sources of careers information and then seek to develop a range of complementary communications materials (e.g. a range of case studies, in PAULO format and potentially driven by standards and qualifications, showing routes into and through the sector). In the first instance PAULO should use the website to 'signpost' visitors to all appropriate sources of careers information.

20 Recommendation 6

Similar work (to above) should be undertaken to identify case studies of people working in the sector showing the variety of routes into the sector.

Progress

In England, PAULO is working with the DFES, National Youth Agency and others to develop such case study material as part of the 'Transforming Youth Work' initiative. In Scotland, the PAULO –EKOS survey identified access routes into the

sector. In late 2003, Youthlink Scotland was undertaking a survey of employers on entry routes as part of the development of a Modern Apprenticeship.

Key feedback from consultation

- This should now be covered by the amended Recommendation 5 (above)
- Important to recognise non-accredited learning /qualifications.

The way forward

This has now been subsumed (see above).

21 Recommendation 7

PAULO should consider working with the relevant Voluntary Sector NTO/Sector Skills Council and the Home Office to develop a range of promotional material to encourage volunteering as a way of gaining skills for employment in other fields as well as the community based learning and development sector.

Progress

This recommendation was put on hold while PAULO participated in the development of standards for volunteers carried out by the Voluntary Sector NTO. These are now complete. The future nature of the VSNTO is currently under review.

Key feedback from consultation

- There are many people who work in the sector as volunteers and part time workers for whom this activity is a Leisure Lifestyle. The issue is not about gaining skills for employment but gaining skills to engage in quality work. Whilst there may be an element of using these skills for career change, promotional material must not exclude those who do not want their main careers to be in community based learning
- This recommendation should be reviewed in light of new and developing partnerships.
- Important to maintain the voluntary sector.
- This should remain.

The way forward

PAULO can make an enormous contribution to those working, or seeking to work, in the voluntary sector. This recommendation should remain but should become more 'active':

PAULO should seek to work with the relevant Voluntary Sector NTO/Sector Skills Council and the Home Office to develop a range of promotional material to encourage volunteering as a way of gaining skills for employment in other fields as well as the community based learning and development sector.

22 Recommendation 8

Information on access to existing training and qualification opportunities should be easily accessible through PAULO's web site and constantly updated. Wherever

possible this should include direct links to relevant web sites of training providers and employers.

Progress

The PAULO website now contains details of all sectoral qualifications and training providers across the UK relevant to Youth and Community Work. It provides links to training providers and some employers. It contains details of all courses and identifies courses that carry professional qualifications and the right to practice.

Key feedback from consultation

- Ongoing monitoring is needed.
- A Voluntary Registration Scheme for training providers in the sector is now in place.
- This should now be covered by the amended Recommendation 5 (above).

The way forward

This recommendation 'straddles' the two functional areas of Identifying Sector Boundaries and Presenting An Attractive Career Option. As such it is partially subsumed within earlier recommendations (see Recommendation 5 above.) It is therefore necessary to specify a new recommendation:

PAULO should develop a database of all sectoral qualifications and training providers across the UK for those areas within its remit not already covered.

23 Recommendation 9

PAULO should continue work on developing common core standards as the basis for creating a clear, coherent and flexible framework of qualifications across the sector that relate to the credit and qualifications frameworks across the UK.

Progress

This work is ongoing with the development of the Common Core Standards project for PAULO. It is anticipated that this work will conclude by Spring 2005. For update on progress see www.paulo.org.uk

Key feedback from consultation

- There is greater commonality across the sector (FE/Adult Education and Community Education) than difference although the Common Core Standards are too generic to have any real meaning. In addition they do not capture the 'facilitation' competences which are essential throughout the sector.
- The skills and qualities of individuals in one sector can be applied in the environment of a 'different' sector e.g. people from the Community-based sector are applying their experience in the NHS universities.
- PAULO should take cognisance of the adult literacy, numeracy and language standards in any developments for the sector.
- The Common Core standards could be used as the basis to research Certificates of Competence. PAULO should collate all information and views of the sector and contribute to this debate.

- In the development of common core standards PAULO should note that there are national standards and subject specifications for adult learner support at level 2 as part of the teacher/trainer qualifications CPD.
- Naturally PAULO should note the other developments that will affect qualifications, and possibly national standards development (e.g. if particular content or unit size is envisaged for the standards in any qualification); namely Tomlinson, VRQ and work on the credit framework.
- Important to recognise non-accredited learning /qualifications.

The way forward

This recommendation should remain.

24 Recommendation 10

In the short term, clarification of existing systems for professional endorsement is needed with rapid harmonisation of requirements and cross country/occupation recognition.

Progress

This work commenced in 2002. It is awaiting completion in early 2004.

Key feedback from consultation

- This should remain but further research needed.
- This is a long term issue

The way forward

This recommendation should be amended to:

PAULO should seek to ensure clarification of existing systems for professional endorsement with a view to ensuring rapid harmonisation of requirements and cross country/cross occupation recognition. In the first instance PAULO should consider, with key employer and trades union stakeholders, the development of a national professional register, building on work in Youth Work to agree a professional Code of Conduct in England and trials of a voluntary registration scheme in Wales.

25 Recommendation 11

PAULO should consider, with key employer and trades union stakeholders, the development of a national professional register, building on work in Youth Work to agree a professional Code of Conduct in England and trials of a voluntary registration scheme in Wales

Progress

See above. This is now being addressed jointly. The 'Transforming Youth Work' project is also working on this aspect for Youth Workers in England.

Key feedback from consultation

- Registration must not disenfranchise volunteers. Needs a considerable amount of thought and consultation before setting up

The way forward

This has now been subsumed (see above).

26 Recommendation 12

There is some evidence to suggest that Modern Apprenticeships (MAs) could provide an acceptable, alternative and additional route into the sector. PAULO should consider developing this option with key employers and training providers as soon as possible.

Progress

In England, MAs are in early stages of development for Youth Work (as part of the 'Transforming Youth Work' project) and Community Development and Work. In Scotland, Youthlink Scotland is seeking to develop an MA for Youth Work in Scotland.

Key feedback from consultation

- PAULO should research all possible alternative and additional routes into the sector. This would include Modern Apprenticeships as appropriate.

The way forward

This recommendation should be amended to:

PAULO should research all possible alternative and additional routes into the sector (e.g. Modern Apprenticeships). This should also include exploring the potential for graduate apprenticeship training courses for those coming into the sector with high-level qualifications in other areas and requiring training in the practical skills and methods of the sector.

27 Recommendation 13

Similarly PAULO should explore the potential for graduate apprenticeship training courses for those coming into the sector with high-level qualifications in other areas and requiring training in the practical skills and methods of the sector.

Progress

In England, the work of the Regen School in Sheffield provides training in this respect. Northern College in Barnsley attempted to develop a COVE for community development. This was not successful. They are now attempting to develop a Skills Academy.

Key feedback from consultation

- Ongoing work already in some sectors
- This should remain but use existing examples of best practice (Barnsley, Regen). This links to the new suggested recommendation (see 6).

The way forward

This has now been subsumed (see above).

28 Recommendation 14

PAULO should review its structures and committees to strengthen its ability to gather competent, informed stakeholder views and to make and implement decisions quickly.

Progress

The new Sector Skills Council should address this issue.

Feedback from consultation

- This should remain.
- Fitting in to emerging Life Long Learning Sector Skills Council functions and structures.

The way forward

This should remain.

29 Recommendation 15

Networks of local employing organisations should be established and clearly linked to relevant government and funding structures in the English regions and devolved administrations in Scotland, Wales and Northern Ireland.

Progress

The new Sector Skills Council should address this issue.

Key feedback from consultation

- There is a need for regionalisation
- Best done through Life Long Learning Sector Skills Council to prevent duplication unless there is a clear reason to do otherwise
- This should remain. The new potential partnerships would allow representation of local needs to local funders (e.g. LSCs) and also accommodate national needs to national funders (DfES, Life Long Learning Sector Skills Council).

The way forward

This recommendation should remain but should become more 'active':

PAULO should develop and maintain networks of local employing organisations clearly linked to relevant government and funding structures in the English regions and devolved administrations in Scotland, Wales and Northern Ireland.

30 Recommendation 16

A PAULO 'Think Tank' of practitioners and academics should be set up to include the most highly respected individuals in all parts of the sector. Their role should be to think 'the impossible' and advise both government and the sector on likely future challenges to the sector.

Progress

This has not yet been done. The new Sector Skills Council should address this issue as part of its Business Plan.

Key feedback from consultation

- Support idea of think tank

The way forward

This recommendation should be amended to:

PAULO should identify and invite key individuals to contribute to a PAULO 'think tank'. This body should be as inclusive as possible and be representative of all 4 countries in the UK and also of all the constituent parts of the PAULO sector.

31 Revised Recommendations

This section contains all of the updated recommendations. It also contains the additional recommendations which came out of the consultation process.

Note that the 4 original functional areas have been maintained in accordance with the consultation.

Identifying Sector Boundaries

- 1 PAULO should undertake an initial desk-exercise to identify the common themes and conclusions drawn from the completed work. This analysis should then be used as the basis for a definitive PAULO-specific piece of research on the profile of the sector. Particular attention should be paid to the 'boundary issues' (such as ACL/CBAL) and should also incorporate all intelligence on projections as to the nature of the sector 3 years hence.
- 2 PAULO, in the context of the developing Sector Skills Council, should take the lead on the 'footprint' definition for the PAULO sector.
- 3 A system to collect consistent and accurate labour market intelligence and data on a regular basis is urgently needed; wherever possible building on and extending existing data collection systems used by major organisations in the sector. PAULO has a key role in collating information from a wide variety of sources and in developing tools to address areas not currently covered. Any system agreed must be better able to obtain information about voluntary and community organisations in the sector, particularly those operating at local level only.

- 4 PAULO should become the major source of up to date and accurate information on the sector, regularly publishing digests of statistics from the sector.

- 5 PAULO should develop a database which contains details of all the research both underway and planned. This would allow networking opportunities and potential collaboration through strategic-partnership. As an example: Chapter 6 of the 'Every Child Matters' green paper may be a useful reference document for the development of the Workforce Development Plan.

- 6 PAULO should identify, in detail, the specific needs (training, development, qualifications, recognition etc) of a specific sub-sector. The sub-sector selected should be one which has a relatively high level of regulation and evaluation. This would provide a useful platform on which to build the detailed analysis.

Developing the sector as a valid career in Community Based Learning and Development

- 7 PAULO should research all sources of careers information and then seek to develop a range of complementary communications materials (e.g. a range of case studies, in PAULO format and potentially driven by standards and qualifications, showing routes into and through the sector). In the first instance PAULO should use the website to 'signpost' visitors to all appropriate sources of careers information.

- 8 PAULO should seek to work with the relevant Voluntary Sector NTO/Sector Skills Council and the Home Office to develop a range of promotional material to encourage volunteering as a way of gaining skills for employment in other fields as well as the community based learning and development sector.

- 9 PAULO should develop a database of all sectoral qualifications and training providers across the UK for those areas within its remit not already covered.

Access to flexible, employer recognised training routes

- 10 PAULO should continue work on developing common core standards as the basis for creating a clear, coherent and flexible framework of qualifications across the sector that relate to the credit and qualifications frameworks across the UK.
- 11 PAULO should seek to ensure clarification of existing systems for professional endorsement with a view to ensuring rapid harmonisation of requirements and cross country/cross occupation recognition. In the first instance PAULO should consider, with key employer and trades union stakeholders, the development of a national professional register, building on work in Youth Work to agree a professional Code of Conduct in England and trials of a voluntary registration scheme in Wales.
- 12 PAULO should research all possible alternative and additional routes into the sector (e.g. Modern Apprenticeships). This should also include exploring the potential for graduate apprenticeship training courses for those coming into the sector with high-level qualifications in other areas and requiring training in the practical skills and methods of the sector.
- 13 PAULO should promote the concept, and support the implementation where possible, of employee development/training (cf the NIACE Employee Development Fund (EDF) for all employees to undertake any training they so choose). This brings its own benefits to the individual and to the employing organisation. PAULO should ensure that this is an 'even-handed' approach with SMEs receiving as much practical support as the major employers.

Embedding future skills research and design

- 14 PAULO should review its structures and committees to strengthen its ability to gather competent, informed stakeholder views and to make and implement decisions quickly.
- 15 PAULO should develop and maintain networks of local employing organisations clearly linked to relevant government and funding structures in the English regions and devolved administrations in Scotland, Wales and Northern Ireland.
- 16 PAULO should identify and invite key individuals to contribute to a PAULO 'think tank'. This body should be as inclusive as possible and be representative of all 4 countries in the UK and also of all the constituent parts of the PAULO sector.
- 17 PAULO should undertake a formal International Benchmarking exercise against those countries which are perceived to be examples of best practice (currently Holland and Denmark). This could possibly be cross-referenced to the (federal) structure and nature of the sector in Australia. This is a suggested new recommendation.

32 The main CURRENT workforce development needs and how they relate to the revised recommendations

ID	CURRENT workforce development needs identified through consultation	Addressed by
a	LMI on Voluntary sector	Recommendations 1-4
b	Development of non academic routes to qualification and endorsement for volunteers and part time staff	Recommendation 12 supported by 7, 10, 11 and 13
c	Need to consider Common Core Foundation Training nationally recognised and validated across all sectors	Recommendation 12 supported by 7, 10, 11 and 13
d	Need to consider Regional agenda – centres of excellence, local determination	PAULO will seek to ensure that all work will have a national and regional perspective as appropriate.
e	Response to New Agenda for Children & Young Peoples Service re: Every Child Matters.	PAULO will respond to all major sectoral consultations and initiatives.
f	Proper' standards across the sector which accommodate the PT and FT population	PAULO will seek to ensure that occupational standards are developed and in place for across the sector. See also recommendation 10.
g	Identification (and development where appropriate) of qualifications, which value and recognise the previous experience and qualifications of the candidate, and lead to a clear career framework with identifiable paths.	Recommendations 7-13
h	Establishment of parity of esteem across those teaching in HEIs, FEIs and the community setting.	Recommendations 11 and 12

33 The likely main workforce development needs IN 3 YEARS TIME

ID	CURRENT workforce development IN 3 YEARS TIME needs identified through consultation	Addressed by
a	LMI on Voluntary sector	Recommendations 1-4
b	Further Development of non academic routes to qualification and endorsement for volunteers and part time staff	Recommendation 12 supported by 7, 10, 11 and 13
c	Professional recognition for volunteers	Recommendation 12 supported by 7, 10, 11 and 13
d	Issues associated with new staffing and strain on infrastructure: more trainers: mentoring: more resources: more demand.	Ongoing work for PAULO
e	Need to consider Common Core Foundation Training nationally recognised and validated across all sectors	Recommendation 12 supported by 7, 10, 11 and 13
f	The establishment of a coherent LLLSSC which pays as much attention to the staff as it does to employers.	Ongoing
g	A federal structure which ensures mutual respect and uses thematic approaches	Ongoing issue for PAULO board (structural)

34 Priorities

- 35 As stated earlier in the report: Many of the issues in the sector stem from the fact that the distinctions are not clear across sub-sectors. It is essential that PAULO continues to work to clarify the sector (and sub-sector) boundaries.

PAULO, by taking this forward as a priority, will address issues around the identification of the sector itself and the clarification of boundary issues (e.g. ACL/CBAL) leading on to 'breaking out of the silos'. This priority will, at least partially, be addressed as the LLLSSC moves through its development phase. At this stage PAULO will have to develop robust Labour Market Intelligence or set out a plan as to how/when this will be done. This LMI work is a formal requirement and will be addressed.

It is unlikely that this LMI will address each and every issue within the sector. However, it will provide the appropriate platform on which to develop more detailed (or 'fine-grained') LMI data. Crucially, this latter work is likely to incorporate issues of contextualisation.

- 36 A further priority as identified by the consultation concerns the development of a database of research, qualifications and training providers. Clearly, in such a large and complex sector it is difficult to keep up with every initiative, consultation and piece of research. It is equally difficult, and often confusing, to identify the appropriate qualifications for staff and then to find an appropriate training provider. Development of such a database, or databases, would raise PAULO's profile across the sector and make it a key point of information.
- 37 The PAULO sector is arguably the most inclusive in the UK. This is a major strength of the sector. However, this strength is perceived to be undermined and hence weakened by the fact that it is not clear how new people can get into the sector and it is equally unclear, if not more so, how people within the sector can develop into new roles and responsibilities.

There is no time-served apprenticeship (as there is in, say, engineering) leading on naturally to specialised and skilled employment. Instead, in many instances, people enter the sector as a function of the qualities that they have. This does not fit well within rigid structures. However, a framework approach supported by robust, yet practical, mechanisms involving Accreditation of Prior Experiential Learning would benefit the sector.

PAULO can make a major contribution to this work. See recommendations.

- 38 Looking only at ourselves is not conducive to lateral thinking and progress. Sometimes it is useful to look at what others do in order to uncover some of our own weaknesses and failings. It is also often very useful to see what problem others have and how they have addressed them. To that end, it is recommended that PAULO initiates a research project which asks basic questions like ‘Do other countries have the same issues as the UK and if so how did they overcome them?’

This project does not need to involve foreign travel but could be desk-based in order to gather the main, headline pieces of information.

This is a ‘lower order’ priority than those above but may be useful in the medium-longer term to inform future developments.

39 What happens now?

As indicated in the Foreword, the work will largely be taken forward by PAULO as part of the Lifelong Learning Sector Skills Council (LLLSSC). PAULO will develop Labour Market Intelligence (LMI) for the sector and use this to support the Action Plan based on the recommendations made within this report.

The recommendations will be prioritised and funding sought to undertake the required work. Once funded, this work will be taken forward with current practitioners and other key stakeholders.

PAULO cannot do this work without the input, goodwill and support of the sector that it seeks to serve.