



Skills for Learning Professionals

A SECTOR SKILLS AGREEMENT FOR THE LIFELONG LEARNING SECTOR

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

WALES ANNEXES

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skills
FOR BUSINESS

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

- **Overview**

This section identifies the main policy drivers and other drivers that relate to each of the skills issues. It recognises that there are a large number of policies in the LLUK sector that affect individual skills issues and these need to be acknowledged in order effectively to engage employers in the consultation process.
- **Occupational groups affected**

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

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

This section highlights demand-side information with an analysis of findings from the SNA, especially results from the employer survey in relation to the skills issue.
- **What is the current provision?**

This section provides details of the findings from Stage 2 in relation to the availability of relevant training provision including specific gaps in provision and barriers to accessing provision.
- **What is already happening?**

This section provides examples of programmes and initiatives that were currently in place or in development – i.e. existing solutions to the skills issue. This section recognised that many initiatives focusing on aspects of skills issues already exist in the lifelong learning sector and that they need to be referred to in order to engage employers in the consultation process.
- **Questions**

ANNEX B: THE OVERARCHING VISION FOR THE SECTOR AT A UK LEVEL

Key data gaps at UK level

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

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

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

- archives and records management across the UK
- CLD across the UK
 - community based adult learning in Wales and Northern Ireland
 - community development in England and Wales
 - youth work in Northern Ireland
 - other strands of CLD (community education, development education, family learning and working with parents) across the UK
- WBL across the UK.

UK Workforce Profile and Supply of Provision

Workforce numbers

The UK lifelong learning sector workforce was estimated using figures from the Labour Force Survey (LFS) and constituency-specific sources. Where data was missing or inadequate, a number of stakeholders were asked to provide estimates of workforce numbers (these constituencies were WBL and youth work within CLD). Given the data discrepancies and data gaps within the Life Long Learning UK (LLUK) constituencies, it is very difficult to establish an accurate global estimate of the size of the lifelong learning workforce and so the estimates provided should be treated with extreme caution. With this in mind, it is suggested that the lifelong learning sector comprises in the region of **1–1.2 million** individuals.

The following section provides a profile breakdown per constituency based on figures from national sources such as the LFS and constituency specific data sources.

- In the **CLD** constituency, the variation between the LFS and LLUK 'Market assessment' (2004) figures is possibly explained by absence of youth workers and other sub-groups within the constituency from the relevant Standard Industrial Classification (SIC) code. Stakeholder estimates suggest that youth workers alone could account for approximately 130,000 individuals missing from the LFS total. Keeping the above in mind, an approximate total for CLD is **283,000**.

- Similarly, in **FE**, the variation between the LFS and other sources may be related to the 'missing' unspecified numbers from SIC 80.21 (general secondary education), which is not included in the total. Sector-specific data sources provide estimates of the FE workforce in each nation. However, due to the differences in the 'units' used for the purpose of calculation (i.e. 'headcount' or 'contracts' in England and Wales, compared with 'full-time equivalent' (FTE) in Scotland), as well as the varying timescales used for data collection, it is difficult to produce a grand total for FE based on these. The total workforce of FE is **184,909** according to the LFS, although the breakdown in the four UK home countries, based on country-specific data suggests that this might represent a sizeable under-estimate, being:
 - **246,005** staff in England
 - **5,311** teaching staff only in Northern Ireland
 - **12,330** (full-time equivalent) staff in Scotland
 - **9,324** staff in Wales
- In the **HE** constituency, LFS data aggregated across the four quarters of 2004/05 provides a figure of **417,296**. However, the HESA Staff Record uses the staff contract population, an indicator of HE staff contracts active on 1st December 2004, and gives an HE workforce total of **340,000**.
- In the **LAIS** constituency, the Chartered Institute of Library and Information Professionals (CILIP) database only covers accredited library and information professionals, and does not include other library and information related occupations, archivists, and records managers. It is estimated to account for approximately 25% of the total constituency workforce. In England, the figure from the Museums Libraries and Archives Council, UK (MLA) digest of statistics gives a figure of more than 31,000 staff working in libraries in England alone. However, with no single data source that provides data for the LAIS constituency, the estimated workforce total is **52,000** based on LFS, although this is acknowledged to be likely to be a sizeable under-estimate.
- Coverage of the **WBL** constituency is very limited and the robustness of the available data could be seriously questioned. The LLUK 'Market assessment' (2004) relied heavily on an assumption about the number of private WBL providers. Moreover, the updated data relies on stakeholder estimates within the individual home countries of the UK. The best estimate total workforce for this constituency is **136,625**.

These estimates mentioned above are presented in table B1 below.

Table B1: Estimates of the workforce population in lifelong learning constituencies

Constituency	LLUK Market Assessment	LFS 2005	Estimates from constituency-specific sources	Stakeholder estimates
CLD	249,000 (LFS and the NTO for community-based learning and development (PAULO) Labour Market Intelligence (LMI))	152,924 (SIC 80.42, but excludes youth workers and possibly other strands)		Youth work total:130,000 (approx) England – 9,000 paid, 6,000 volunteers (NYA local authority employed youth workers) Northern Ireland – 1,210 paid, 22,111 volunteers (Youth Council for Northern Ireland) Scotland – 8-9,000 paid, 40,000 volunteers (Youth Link Scotland) Wales – 2,893 paid, 40,000 volunteers (LA Youth Service in Wales Audit, Council for Wales of Voluntary Youth Services, CWVYS)
FE	282,000 (LFS and various individual sources: LSC,SIR, Scottish Executive and Enterprise, Transport and Lifelong Learning Department, ELWa, FENTO estimates for Northern Ireland)	184,909 (SIC 80.22 and 80.30/1. Could also include unspecified amount from 80.21)	England – 246,005 (contract numbers) (LLUK, 2006, p.4) Northern Ireland – 5,311 (headcount for teaching staff only) (DEL, 2004/05) Scotland – 12,330 FTE (SFC, 2004/05) Wales – 9,324 (headcount/contract numbers) (SIR Wales, 2003/04)	
HE	420,000 (LFS estimate)	417,296 (SIC 80.30/2 & 3)	340,000 (HESA Staff Record UK, Dec. 2004)	
LAIS	50,000 (Information Services National Training Organisation (IsNTO))	52,007 (SIC 92.51)	23,000 (CILIP database, UK estimated to cover approximately 25% of the LIS workforce) England – 31,433 (Greenwood and Maynard, 2005)	
WBL	70,000 (Skills Dialogue 2002 for publicly funded providers, and assuming at least as much for private providers)	(No separate SIC coverage)		Total: 136,625 England – 30,000 (Parsons and Berry-Lound, 2003) Northern Ireland – 1,625 (Jobskills Providers Forum, NI and LLUK estimate) Scotland – 70-75,000 (Scottish Training Federation) Wales – 30,000 (National Training Federation, Wales)

Workforce characteristics

Various sources of data have contributed to the development of the estimate of the total workforce within the lifelong learning sector as being in the region of 1.1–1.2 million individuals. HE, FE and CLD are the largest and LAIS the smallest constituencies in terms of workforce numbers.

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

- **Female employment** – 59% of the workforce (as defined by SIC codes) were female, based on data from the LFS, and between 58–76% were female based on constituency-specific sources. This gender bias was particularly notable in Northern Ireland. However, where data from constituency-specific sources allowed comparison, female employment tended to be more limited in the more senior or more professional employment categories.
- **An ageing workforce** – the LFS suggests that the majority of the workforce were aged between 35–54 years. This finding is supported within other constituency-specific sources, with a slightly younger profile within the WBL constituency, and several sources (in the HE and FE constituencies) suggesting a younger profile for women employed within the sector, compared with men.
- **A professional workforce** – more than half (52%) of the workforce (based on the LFS and SIC codes) were professionals – a considerably higher proportion than found in other public sectors or the economy as a whole. The least common occupational group was in sales and customer service occupations.
- **Full-time, permanent employment** was the norm for the workforce as a whole identified within the LFS, although constituency-specific sources suggest that this was more the case within the HE and WBL constituencies and for staff at less senior or professional levels, than for the CLD and LAIS constituencies and staff taking on more senior professional or academic roles.

Overall supply of provision

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

The lifelong learning sector, as it includes the workforce behind FE, HE and WBL, delivers skills and qualifications to most workforces within the UK. Whilst other Sector Skills Council (SSCs) investigate the supply of provision for their sectors as something that largely originates from outside their sector; LLUK's investigation of provision supplied to its workforce, relates to that which is primarily delivered by members of the same workforce.

Research to date indicated that there are at least 664 providers in the UK, offering programmes which were relevant to at least one constituency of the lifelong learning workforce during the academic year 2004/05.

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

- 124 **HE institutions** (HEIs)

- 429 **FE providers** and
- 111 **WBL providers** (Information available only for England and Wales).

Overall, it is known that:

- **England** has at least 554 providers, which supply relevant programmes (83% of total).
- **Northern Ireland** has at least 19 providers, which supply relevant programmes (3% of total).
- **Scotland** has at least 13 providers, which supply relevant programmes (2% of total – with information missing for FE and WBL providers).
- **Wales** has at least 78 providers, which supply relevant programmes (12% of total).

In terms of volume of the overall supply of provision, the supply of relevant programmes for learners was in the region of 154,000¹ individual learning opportunities in the UK during 2004/05:

- 86.5% were enrolments in England
- 1.8% in Northern Ireland, and
- 5.8% in both Scotland and Wales.

Supply for the constituencies within the lifelong learning sector

This section details the number of providers, from any LLUK constituency, that have provision relevant to the workforce of each separate constituency.

- In terms of provision for the **HE** sector, 91 providers were identified as supplying relevant provision across the UK during 2004/05, 77 of which were delivered by the HE sector in England.
- 337 providers of relevant training programmes for the **FE** sector were identified in the UK, of which 305 were FE providers and 296 in England. An additional 32 HE providers were identified in England, Scotland and Wales. In Northern Ireland there were 3 providers providing qualifications for FE and HE. Much provision relevant to both the further and higher education sector was identified.
- 164 providers supplied programmes relevant to the **WBL** workforce in England and Wales during 2004/05. Supply was predominantly through the FE sector, though WBL contributed significantly. It should be noted, however, that, as WBL is a programme delivered by private providers, FE colleges and, in some cases, voluntary and CLD providers, it is more complex to describe and analyse than other more discrete sectors.
- 234 providers supplied programmes relevant to the **CLD workforce** in 2004/05, mainly from the FE sector.
- 55 providers supplied programmes relevant to the **LAIS sector** in England, Scotland and Wales during 2004/05, 47 of which were in England. Northern Ireland appeared not to have any provision supplied which was directly relevant for employees in LAIS during 2004/05, although this is known to have changed recently.

¹ The summary statistics do not mean that there are 154,000 individuals, as some members of the workforce may have attended more than one programme.

- 556 of the 664 providers were identified as supplying programmes for the **post-compulsory sector**. These programmes are generically aimed at workers within **FE, HE** or **WBL**, but are not by design attributable to just one constituency. This may include, for example, National Vocational Qualification (S/NVQ) level 2 and 3 learner support courses, front-line workers, awareness training and other programmes, which are relevant to workers in different occupational groups within the sector.
- In fact, this represented 39% of all provision taken-up during 2004/05, four-fifths of which was supplied in England, predominantly by the FE sector.

ANNEX C: WALES COMMUNITY LEARNING AND DEVELOPMENT GAP ANALYSIS CONSULTATION PAPERS

Skills issues for the community learning and development workforce

The Community Learning and Development (CLD) constituency aims to help individuals to develop greater self confidence and to influence the quality of life in their community.

The Community Learning and Development constituency brings together seven distinct strands.

- community development work
- community education
- development education
- family learning
- personalised and community development work (formerly community based adult learning)
- working with parents
- youth work

The different strands share common values and distinctive characteristics, both in the work they do and in the education and training needs of their staff.

LLUK have identified the following skills issues for the Community Learning and Development (CLD) workforce.

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

Profile of the Community Learning and Development (CLD) workforce

- Information from the Labour Force Survey shows that there were 153,000 people employed in Adult and Other Education related occupations in 2005. This estimate provides only partial coverage for the CLD workforce and is based on the SIC code 80.42.
- Various sources provide some information on the size and characteristics of different groups within the CLD workforce in Wales. There is no comprehensive source to identify the size of the CLD constituency as a whole. LLUK will be undertaking scoping work in 2007 to identify the information needs for the CLD constituency.
- In Wales, the report on *Local Authority Youth Services in Wales: Audit 2003/04* estimated that there approximately 2,800 paid staff in Wales.

- Findings from the report *Local Authority Youth Services in Wales: Audit 2003/04* showed that 43% of staff were qualified. Management staff were the most likely to be qualified (87%), followed by full-time delivery staff (57%) and part-time delivery staff (40%).
- There is little data or information on staff in adult community-based learning in Wales. However evidence from inspection reports shows that around 75% of the tutors inspected were employed part-time or on an hourly paid contract. Nearly all managers of adult community-based learning are employed on full-time or fractional contracts.

Increased demand for management and leadership skills

Overview

Employers identify management skills as a key priority for the constituency. This encompasses the following skills:

- financial management
- partnership working
- leadership skills
- project management
- strategic management
- managing volunteers

Recent policies emphasising the role of voluntary and community organisations in delivering more public services have implications for the skills needs of the workforce. Staff will be increasingly required to demonstrate competence and accountability in order to secure public funding as well as skills in managing an expanding number of volunteers.

A National Audit *Report Working with the Third Sector (2005)* looked at working with the community and voluntary sector and its role in providing public services. It placed an emphasis on the need to train existing staff so that they are able to meet these new challenges, particularly in relation to developing financial and management skills.

These changes will have implications for the CLD workforce who will need to develop effective partnership working skills, networking skills and negotiation skills. For public sector staff working in the CLD constituency, specific skills will be needed to manage accountabilities both to their agency's agenda and to the communities with whom they work.

The expansion of partnerships with the statutory sector will also result in some smaller organisations increasing in size, and a growing number of volunteers in the constituency. Managers will need to develop skills in defining and managing changing staff roles and in managing large numbers of volunteers resulting from increased integration.

Occupation groups

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

Skills level/skills area

The skills required include:

- financial management
- partnership working
- leadership skills
- project management
- strategic management
- managing volunteers

- leadership skills in the voluntary and community sector

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

Evidence of skills needs:

- The results from the 2006 LLUK Employer Survey show that between 29% and 31% of UK employers felt that their existing management staff lacked specialist professional and technical skills. This includes skills that are specific to the Community Learning and Development workforce such as building effective partnerships to enhance community learning and development and managing the work and input of others.
- Employers in Wales were slightly less likely those in the UK to report that their management staff lacked specialist professional and technical skills (17%-28%).
- Approximately one fifth of UK employers (17% - 21%) felt that their current management staff lacked transferable skills including communication skills and bilingual skills. Just over one in ten Welsh employers (11%) indicated that their management staff lacked these skills.
- UK employers also reported that between 23% and 28% of applicants to management roles lacked specialist professional and technical skills. A slightly higher proportion of Welsh employers (36%) indicated that applicants to management roles lacked specialist professional and technical skills.
- A recent report, *Improving Quality and Standards in Adult Community-Based Learning*, stated that a significant number of middle and senior managers are approaching the end of their careers in community learning, highlighting the need for continuing professional development (CPD) that addresses a systematic approach to succession planning (www.niace.org.uk).
- Consultation work at Stage 3 indicated that addressing management issues requires a change in the CLD culture as individuals often 'stumble' into management positions and do not necessarily see themselves as managers. It is therefore important to explain the reasons for undertaking a management role to staff, as many of them joined the sector to be practitioners not managers.
- Feedback from consultation intimated that a problem exists with the perception of what management entails and how that fits into the ethos of the CLD sector. Additionally, it needs to be considered that CLD management is different to other sectors as the role is more facilitating than directing.
- The consultation work also denoted that partnership working has become increasingly important in the sector with a range of different relationships being initiated, for example between local authorities and the voluntary sector, or between health and social services when working with parents. This style of working requires negotiation between the different working styles of the various agencies as well as influencing and advocacy skills.

What is the current provision?

- CLD employers in Wales reported that their management staff undertook their continuing professional development activities through a range of sources:
 - in-house training (19%-25%)
 - higher education (13%-19%)
 - various sources (19%)
- Approximately two thirds of Welsh employers (63%-69%) were satisfied with the continuing professional development activities undertaken by their management staff. More than two thirds of employers were satisfied with the continuing professional development activities undertaken by their management staff. This is very similar to the findings for all UK employers (68%-71%).
- Four in ten Welsh employers said that they made a large or very large investment in the continuing professional development of their existing management staff. One third of Welsh employers stated that they made a small investment in the CPD of their management staff.
- A 2006 report from the Office of Her Majesty's Chief Inspector of Education and Training in Wales (Estyn), *Staff Development for Lifelong Learning*, stated that there were few structured leadership and management training opportunities for adult community-based learning staff. It also found that career progression routes were limited for managers and that the lack of structured career progression made it difficult for providers to retain senior staff.
- Analysis of CLD related provision in Higher Education institutions found that there were five specific qualifications relating to management and leadership in England and Wales.
- Feedback from consultation work highlighted that there is provision for very basic level and very high level management skills but not enough in between.

Initial questions for employers

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

Recruitment difficulties for skilled professionals within the Community Learning and Development constituency

Overview

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

Occupation groups

This skills issue particularly affects professional and support professional staff.

Specific occupations affected by skills shortages include:

- youth community officer
- youth support workers
- parent support workers

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

Skills level/skills area

- Employers and stakeholders identify a range of key skills needs for the Community Learning and Development workforce:
 - the ability to engage with people in a learning context
 - working with others to identify their needs, aspirations and goals
 - supporting others who choose to participate in the learning and development opportunities
- Employers also emphasise the importance of formal qualifications in meeting government targets and improving the status of the workforce.
- Employers in Wales report that the internal skills gaps for their professional and support staff are predominantly at level 4. Smaller proportions of Welsh employers reported that their professional staff lacked level 3 and level 2 qualifications.

Evidence of skills needs:

- Findings from the 2006 LLUK Employer Survey show that half of Welsh employers reported difficulties in attracting suitable professional staff to fill vacancies in their organisations.
- Employers in Wales were most likely to report that applicants to professional roles lacked specialist professional and technical skills (50% of employers). This includes specialist Community Learning and Development skills such as the ability to engage with people in a learning context and working with individuals and/or communities to identify needs, aspirations and goals. Correspondingly, 46% of employers felt that applicants for support professional roles lacked specialist professional and technical skills. These findings are very similar to those reported for all UK employers.

- A small proportion of employers in Wales reported that applicants to support professional roles lacked transferable skills, including the ability to engage and communication skills (14%).
- More than half of employers in Wales (53%) expected the demand for professional staff to increase over the next five to ten years. Similarly, 60% expected the demand for support staff to increase. These findings are broadly consistent with those reported at the UK level (61% and 64% respectively).
- Employers taking part in consultation work identified a range of constraints in recruiting staff into the CLD constituency. These include the high proportion of positions that are part time, the relatively low pay compared with other sectors, the lack of clearly specified training routes in some occupations and the limited resources available for training in some organisations. They also stated that quality CPD for part-time and sessional staff is an issue.
- Consultation work also indicated that succession planning for the aging workforce is an important issue. Also to be considered is the limited resources of the voluntary sector where there may only be resources for one CLD person, leading to a collapse of the service if the individual leaves.

What is the current provision?

- Analysis of learners enrolled on Community Learning and Development provision in 2004/05 shows that half of provision was delivered in Higher Education institutions, with approximately 40% of provision delivered in Further Education colleges and the remaining 10% delivered by Work-Based Learning providers.²

Higher Education provision

- In 2004/05, there were 61 providers delivering CLD related provision in Higher Education Institutions across the UK. Of these:
 - 48 providers were in England (69% of learners)
 - 6 providers were in Wales (14% of learners)
 - 5 providers were in Scotland (12% of learners)
 - 2 providers were in Northern Ireland (5% of learners).
- Across the UK almost two thirds of learners enrolled on CLD provision were enrolled part time. The only exception to this is in Scotland, where 70% of learners were enrolled full-time.

Further Education provision

- In 2004/05 there were approximately 6,100 enrolments on Community Learning and Development qualifications in Further Education colleges. Of these:
 - 77% were in England
 - 6% were in Wales
 - 11% were in Scotland
 - 6% were in Northern Ireland

² These results potentially overestimate the amount of provision delivered in Further Education colleges and in Work Based Learning settings as learners may be enrolled on more than one course.

Initial questions for employers

3. Do you agree that this is a skills issue for your sector?
4. Is there anything else that we need to know about this issue?

ANNEX D: WALES FURTHER EDUCATION GAP ANALYSIS CONSULTATION PAPERS

Skills issues for the Further Education workforce

Further Education (FE) colleges and institutions are central to improving educational opportunities for young people, providing second chance opportunities for adults, enhancing the skills of the workforce, combating social exclusion, raising national attainment levels and widening participation in higher education. They provide for the largest numbers of learners in the 16 - 19 age group.

Fforwm, the national organisation representing the 25 Further Education Institutions (FEIs) in Wales, has presented the following key facts on FE in Wales:

- 295,000 learners study at FEIs per year
- 83.5% of learners at FEIs study part-time
- 7% of HE students study in FEIs
- more A levels are taken in FEIs than in schools
- FEIs deliver almost 80% of all post-16 qualifications outside higher education (www.fforwm.ac.uk)

A commitment has been made by the Welsh Assembly Government (WAG) to transform 14-19 provision, described in *Wales: a better country* (WAG, 2003a). This was delineated further in *Learning pathways 14-19 guidance* (WAG, 2004) where the key aim is for 95% of young people by the age of 25 to be ready for high skilled employment or higher education by 2015. More specifically the guidance describes the following aims:

- to increase the proportion of 16 year olds with level 2 and 19 year olds with level 3 qualifications
- to reduce the number of young people leaving full-time education with no qualifications
- to improve the share of 16 year olds progressing to further learning, either full-time or work-based
- to reduce the number of 16-18 year old not in education, employment or training (NEET)

These initiatives will no doubt impact on FE colleges' workforce issues.

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

1. Demand for management, leadership and business related skills (financial management, accountability skills, managing budgets)
2. Subject specific skills shortages for FE lecturers
3. Skills shortages for Adult Literacy and Numeracy and English for speakers of other languages (ESOL) teaching and support staff
4. Skills gaps and shortages for teaching and broader pedagogical skills
5. Demand for learner engagement skills
6. Demand for management, leadership and business related skills
7. Future demand for learning support and technical staff

Profile of the Further Education workforce³

- The National Assembly for Wales Statistical First Release (2006) provides information on FE staff employment figures, using data from Staff Individualised Records (SIR). The results show that there were 14,695 members of staff directly employed by FE institutions in 2004/05, of which 6,225 were full-time staff (42%) and 8,470 were part-time staff (58%).
- The full-time and part-time staff amounted to 9,325 full-time equivalents (FTEs). The FTEs were divided into:
 - 4,720 teaching and learning staff
 - 1,525 learning support staff
 - 3,080 other support staff
- In 2004/05 half of full-time equivalent staff employed in Further Education institutions were permanent, 32% were on fixed term contracts and 18% were hourly paid/casual staff.
- Analysis of staff directly employed by FE institutions shows that 9,040 (62%) were female and 5,655 (38%) were male.
- Overall, 29% of staff directly employed by Further Education institutions were aged 40-49 years. A higher proportion of male staff were found in the age 50-59 group (29%) while female staff had a higher presence in the 40-49 years age group (30%).
- A breakdown of the qualifications of staff directed employed by Further Education institutions showed that:
 - 39% held a first or higher degree
 - 10% had a qualification at Higher National Certificate (HNC) / Higher National Certificate (HND) level
 - 22% had either A level, General Certificate in Secondary Education (GCSE) or Foundation level qualifications
 - 3% had no formal qualifications
- Analysis of staff directly employed by Further Education institutions shows that 5% of teaching staff taught through the medium of Welsh or bilingually. The majority of Welsh/bilingual teaching occurred in North and mid-Wales institutions.

³ Information on the Further Education workforce in Wales is obtained from the Department for Employment and Lifelong Learning and Skills (DELLS) Staff Individualised Data record. The findings presented in this summary were derived from the publication *Staff at Further Education Institutions in Wales, 2004/05* (DELLS, 2006) <http://new.wales.gov.uk/docrepos/40382/40382313/403824/post16/post16-2006/sdr97-2006.pdf?lang=en>.

Skills shortages and gaps for adult literacy and numeracy and ESOL staff

Overview

Reflecting the drive to improve the standards of literacy, language and numeracy of adults across the UK, employers report an increased demand for staff across the following areas:

- literacy
- numeracy
- ESOL

The WAG *Skills and employment action plans for Wales 2002* (2002) quotes Estyn as reporting that too few employers understand and value key skills qualifications and that not enough priority is given to teaching key skills in all subjects. In 2005, the Welsh Assembly Government (WAG) published their second basic skills strategy *Words Talk – Numbers Count* which emphasised reducing the number of young people and adults with poor basic skills. The strategy also introduced a target of increasing the proportion of working age adults with at least level 1 literacy skills to 80% by 2010 and the proportion with level 1 numeracy skills to 55% by 2010.

The 2006 Leitch Review of Skills, *Prosperity for All in the Global Economy – World Class Skills*, outlined a set of recommended targets for adult literacy and numeracy.

- 95% of adults to achieve the basic skills of functional literacy and numeracy by 2020
- More than 90% of adults to be qualified to at least level 2 by 2020

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

Occupation groups

The occupational groups affected are professionals and support staff. This includes:

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

Skills level/skills area

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

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

What is the demand for skills?

- In Wales, the WAG publication *Words Talk – Numbers Count* reported that there is a shortage of basic skills teachers in Wales. The report states that many work part-time, sometimes for a very small number of hours per week, and the most experienced are often in non-teaching roles.
- In addition, a survey by the Basic Skills Agency in Wales showed that many adult basic skills tutors had relatively low levels of qualifications.

- An Estyn report on *Post-16 Basic Skills* provision states that there is a 'particular shortage of experienced and qualified numeracy tutors'. The Estyn report also goes on to say that the demand for ESOL teachers is more concentrated in urban areas. However in rural areas there may only be one ESOL teacher in the basic skills team who is likely to be more difficult to replace at short notice; therefore any staff losses may impact more greatly on learners in rural areas.

What is the current provision?

Higher Education

A number of Higher Education Institutions (HEIs) were delivering provision related to training for teaching and support adult literacy, numeracy and ESOL in 2004/05. England had the largest volume of learners, with 7,745 enrolments in 2004/05, an increase of 13% from the previous year. Smaller amounts of provision were also delivered in HEIs in Wales (95 learners), Scotland (805 learners) and Northern Ireland (135 learners).

Further Education

In 2004/05 a large amount of provision associated with teaching adult literacy, numeracy and ESOL was being delivered in Further Education institutions. Analysis of learners shows that:

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

Information on Scotland was not available for the analysis.

What is already happening?

The LLUK Skills for Life programme is taking forward a wide range of work across the UK and across all of the lifelong learning constituencies. LLUK is working with stakeholders in Scotland, Northern Ireland and Wales to support professional development relevant to those particular contexts.

This includes:

- collection of data on the Skills for Life workforce which will form a basis for decision making
- development of standards for the workforce across the UK
- development of qualifications frameworks for teacher, tutor, trainer and learning support roles which support learners with language, literacy and numeracy needs
- support for the development of relevant qualifications
- support for innovative ways of thinking which encourage recruitment, flexible attitudes towards training and flexible approaches to qualified status
- development of an Information and Advice Service for all with an interest in the professional development of the "Skills for Life" workforce

Initial questions for employers

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

Skills shortages and gaps for teaching and broader pedagogical skills

Overview

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

From 1 July 2002 the Further Education Teacher's Qualifications (Wales) Regulations 2002 came into effect.

The regulations say that:

- every full-time or fractional lecturer must, within two years of taking up the post, have either a 1999 Regulations qualification or authorisation to teach, a Certificate of Education; a stage 3 FE teaching qualification or a qualification equivalent to a stage 3 FE teaching qualification
- every part-time lecturer, within four years of taking up the post, is obliged to have a 1999 Regulations qualification or authorisation to teach, a Certificate of Education, a stage 1, stage 2 or stage 3 FE teaching qualification, or an equivalent qualification to a stage 1, stage 2 or stage 3 FE teaching qualification (www.fforwm.ac.uk)

The 2004 FEnto document *Towards a learning country: moving from vision to results* describes findings from FEnto Wales Skills Foresight Survey (2002) which indicate that 83% of full-time teachers and 62% of part-time and casual teachers have some teaching qualifications. However the document does go on to say that the high proportion of staff with qualifications does not necessarily indicate sufficiently high levels of teaching and learning. This is due to the fact that though the PGCE/Cert Ed FE qualification provides effective lesson planning and assessment skills it will not necessarily give teachers the skills they need to deal with the differing needs of the wide range of learners accessing FE.

Occupation groups

This skills issue predominantly affects teaching and learning support staff.

Specific occupations include:

- FE lecturers
- tutors

Skills level/skills area

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

- assessing learners' needs
- planning and preparing teaching and learning programmes
- developing and using a range of teaching and learning techniques
- reflective pedagogy

What is the current provision?

The *Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales* (Estyn, 2006) shows that the quality of teaching and assessment was judged to be good or very good in the majority of further education providers inspected, with 76% of lessons having good or outstanding features. Very few lessons had shortcomings in important areas. In those cases, teachers did not vary the style of their lessons enough.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?

2. Is there anything else that we need to know about this issue?

Demand for learner engagement skills

Overview

Employers report that staff in FE colleges will need enhanced learner engagement skills to meet the needs of an increasingly diverse learner population. This includes:

- Welsh medium learners
- younger learners aged 14-19
- adult learners
- learners from disadvantaged backgrounds

Welsh Medium Learners

A key policy initiative of the Welsh Government Assembly (WAG) has been the promotion of the Welsh language with the final aim of Wales becoming a bilingual country. Currently there are over half a million Welsh speakers in the country but their distribution varies according to geographical areas and age groups. For example the counties of Anglesey, Gwynedd, Ceredigion, Carmarthenshire, western Conwy and northern Pembrokeshire are often referred to as the 'Welsh-speaking heartland', though there a significant number of Welsh speakers outside this 'heartland'.

Though the future of the Welsh language is not confined to specific locations, variations are more than likely to lead to differences in current and future skills demands within the country and needs to be taken into consideration. Age group differences have also been observed with increases in the number of Welsh speakers being seen in younger age groups (*Iaith Pawb: A National Action Plan for Bilingual Wales, WAG (2003b)*).

Iaith Pawb (2003b) is being backed up by initiatives such as the Learning Pathways 14-19 which will seek to:

- offer provision in the language of choice wherever possible
- place an emphasis on developing young people's bilingual skills
- equip young people with skills in Welsh and English which will enable them to work and learn in a bilingual society (*Learning pathways 14-19 guidance, WAG, 2004a*)

Younger learners

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

In 2004 the Welsh Assembly Government (WAG) published *Learning Pathways 14-19 – Guidance*. The aim of this guidance was to increase the proportion of 16 year olds with level 2 qualifications and of 19 year olds with level 3 qualifications and reduce the proportion of 16-18 year olds not in education, employment or training.

The expansion of vocational provision for school pupils will require college teaching staff to develop new teaching skills, and also a better understanding of the increasing numbers of young people they find themselves teaching.

Tackling social exclusion and widening participation

Tackling social exclusion and widening participation are emphasised in recent policy documents and initiatives across the UK.

The 2005 WAG strategic framework for economic development document, *Wales: a vibrant economy*, asserts that economic inactivity is closely related to low levels of educational qualifications. It also states that a vital step in ameliorating this is to help young people and the existing adult population to build relevant qualification and skills to successfully participate in the labour market.

Occupation groups

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

- FE lecturers
- tutors
- instructors
- FE facilitators
- learning support assistants
- mentors
- counsellors

Skills level/skills area

The skills required are:

- identifying learner needs
- engaging learners
- supporting learners

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

What is the demand for skills?

- Findings from the 2006 LLUK employer survey indicated that 39% of Welsh employers felt that their existing learning support and technical staff lacked transferable skills including communication and bilingual skills. This is higher than the proportion reported for all UK employers (30%).
- Slightly under one third (31%) of Welsh employers felt that their management staff lacked transferable skills. Again this is similar to the proportion reported at the UK level (25% - 31%). A small proportion of Welsh employers reported that their academic professional staff lacked transferable skills (23%). Employers in Wales were less likely to report that academic professionals lacked transferable skills than for UK employers as a whole (30%).
- A substantial number of Welsh FE employers were not happy with the Welsh speaking skills of their current employees; 58% stated that they were dissatisfied and a further 8% stated that they were very dissatisfied in this area. Crucially, 70% of the employers felt that the demand for Welsh speakers would increase in the future.

- In Wales, the 2005 Estyn Annual Report identified a skills gap for staff who can teach through the medium of Welsh. Analysis of the Staff Individualised Record (SIR) data in Wales shows that 5% of staff taught through the medium of Welsh or bilingually in 2004/05.

Initial questions for employers

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

Demand for management, leadership and business related skills

Overview

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

Management and leadership

There is an indication that this has already to some extent been identified as an issue in FE colleges in Wales, as the Basic Skills Agency, the national agency for basic skills in England and Wales, has produced a document entitled *Basic Skills in Further Education Colleges: Good Practice Guide for Managers* (2005). The Guide is geared towards the roles and responsibilities of managers in Welsh FE colleges, and aims to help this group to improve the quality of their provision. The document identifies the following four key management areas:

- to develop strategic practice
- to develop and sustain learning and the learning environment
- to lead teams and individuals
- to manage finance and resources

In future a range of collaborative business models for FE colleges will emerge, focusing on provision for young people aged 14-19 (with schools), for adult workforce development (with employers), for HE delivered in FE colleges (with HE) and for tackling social exclusion (with the Community, Learning and Development constituency). This will have implications for the FE workforce who will be required to develop effective partnership working skills and business skills.

Employer Engagement

An emerging issue for the Further Education workforce is a growing emphasis on employer engagement.

The 2006 Leitch Review of Skills, *Prosperity for All in the Global Economy – World Class Skills* stressed the importance of employer engagement to drive increased attainment at each skills level as well as the better use of skills. The review outlined a number of developments that provide incentives for closer working with employers such as the strengthened focus on skills and employability and the need for greater specialisation by colleges.

The review goes on to state that the recommendations '*will enable a more direct and productive relationship between FE colleges, providers and employers with greater institutional autonomy and the potential for improved 'business to business' collaboration*'. It also recommends expanding brokerage services for both small and large employers as part of a package to improve employer engagement.

Occupational groups

This skills needs for management and leadership skills affects management staff as well as professional and learning support staff.

The skills needs for employer engagement affect all staff.

Skills level/skills area

The skills needs are predominantly at level 4 and above.

What is the demand for skills?

Results from the 2006 LLUK employer survey showed that the vast majority of employers were very satisfied with the skills and competences of their existing management staff. In Wales, 31% of employers reported that their existing management staff lacked transferable skills including communication and bilingual skills. This is very similar to the proportion reported by all UK employers (25%-31%).

What is the current provision?

- Employers in Wales reported that their staff undertook their continuing professional development activities through the following sources:
 - management staff (in house: 29%, higher education: 31%, external training provider: 15%, various sources: 15%)
 - academic professionals (in house: 46%, higher education: 23%, various sources: 15%)
 - learning support and technical staff (In house: 62%, further education: 15%, various sources: 15%)
 - administrative staff (in house: 77%, higher education: 8%, further education: 8%)
 - manual staff (in house: 46%, higher education: 5%, further education: 5%)

- Between 62% and 78% of Welsh employers reported that they made a large investment in the continuing professional development of their management staff. Between 15% and 31% reported making either a small or no investment in the CPD of their management staff.

Initial questions for employers

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

Future demand for learning support and technical staff

Overview

Employers identify a future demand for learning support and technical staff.

The increase in the demand for support staff reflects a number of factors. This includes new methods of teaching which have resulted in more trainers, instructors and learning facilitators who work directly with students on a day to day basis.

At the same time, a growing demand for support staff is linked to an increase in the number of learners requiring various levels of support including learners with disabilities.

In addition, there are specific recruitment difficulties associated with certain types of support staff, including IT technicians and guidance workers, due to an inability to compete with the salaries offered in the private sector and wider public sector.

Occupational groups

This skills issue affects learning support and technical staff. Specific occupations include:

- demonstrators
- instructors
- information technology technicians
- laboratory technicians
- language assistants
- open learning workshop staff
- studio technicians
- trainers
- workshop technicians

What is the demand for skills?

- Findings from the 2006 LLUK employer survey show that more than three quarters (77%) of employers in Wales expected the demand for learning support and technical staff to increase over the next five to ten years. This is higher than the proportion reported for all UK employers (67%).
- The survey also showed that some employers were already experiencing recruitment difficulties. Almost one fifth of Welsh employers (18%) reported problems in recruiting learning support and technical staff with professional, technical and practical skills including teaching skills and subject specific knowledge. The same proportion indicated that applicants for learning support and technical staff lacked transferable skills including communication and bilingual skills.

What is the current provision?

Higher Education

A small amount of provision in Higher Education institutions (HEIs) was identified as relevant to support professionals in the lifelong learning workforce.

In 2004/05 there were 1,640 learners enrolled in English HEIs, of which the majority were foundation degrees delivered by a network of 13 HEIs. In Wales there were very few relevant learning programmes offered for teaching support professionals. Approximately two thirds were foundation degrees.

Further Education

A small amount of provision in Further Education institutions was identified as specifically related to supporting learning. In 2004/05 England had the largest volumes of provision, with 12,457 learners enrolled on learning support related provision in English FE institutions. Smaller numbers of learners were enrolled in FE institutions in Northern Ireland (184) and Wales (409).

Initial questions for employers

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

Current and future shortages for FE lecturers

Overview

Employers report current and future shortages of FE lecturers.

Current skills issues

The Welsh Assembly Government (WAG) has put forward a National Action Plan to revitalise the Welsh language and to strive to create a bilingual Wales. Therefore a particularly relevant issue for Wales is the skills shortage in relation to provision of education and training in the Welsh medium.

Future skills issues

In the future demographic changes including the ageing of the labour force will have an impact on recruitment across the Further Education workforce.

Information on the age profile of the college teaching staff shows that 50% of staff in Wales were aged 45 and over in 2004/05.

The 2002 *Skills Foresight Survey* noted that the current age profile of teachers and the high dependency of colleges on part-time and casual teaching staff will have major implications on the sector's ability to respond to increasing learning demands.

Occupation groups

This skills issue affects lecturing staff.

Skills level/skills area

Specific skills required include:

- subject specific knowledge and experience
- teaching and pedagogical skills

The skills needs are at level 4 and above.

What is the demand for skills?

- Results from the 2006 LLUK employers survey show that more than half (59%) of Welsh employers indicated that they experienced difficulties in recruiting academic professionals at level 4 and above. This is similar to the proportion reported for all UK employers (52%).
- Applicants to professional roles were most likely to lack specialist professional, technical and practical skills, with 41% of Welsh employers reporting skills shortages in this area. This includes subject specific skills and knowledge as well as teaching and pedagogical skills. This was similar to the proportion reported for UK employers as a whole (44%).
- Employers in Wales also reported internal skills gaps in their existing workforce with 46% indicating that their professional staff lacked specialist professional, technical and practical skills. Again this is similar to the proportion reported for all UK employers (40%).

- More than two thirds of Welsh employers (62%) expected the demand for academic professionals in FE colleges to increase over the next five to ten years. This is slightly higher than the proportion reported for all UK employers (53%).
- Analysis of Staff Individualised Records (SIR) data in Wales shows an increased reliance on part-time staff across colleges. As there is a higher turnover of part-time staff than of full-time staff, this points to greater instability in the staffing base of Further Education Institutions in Wales.

Initial questions for employers

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

ANNEX E: WALES LIBRARIES ARCHIVES AND INFORMATION SERVICES GAP ANALYSIS CONSULTATION PAPERS

Skills needs for the libraries, archives and information services workforce

LLUK have identified the following skills issues for the Libraries, Archives and Information services (LAIS) workforce (not in priority order).

1. Skills gaps for ICT skills
2. Skills gaps for customer engagement skills
3. Skills gaps for management and leadership skills
4. Future demand for professionals with specific LAIS technical skills

Profile of the Libraries, Archives and Information Services workforce

There is no comprehensive source of information on the libraries, archives and information services workforce as a whole. However, various sources provide some information on the size and characteristics of different components of the libraries, archives and information services workforce. It is particularly difficult to obtain robust data on that part of the workforce in archives and records/information management. LLUK will be undertaking specific work during 2007 to identify the size and composition of the workforce in archives and records management.

The Museums Archives and Libraries Wales (CyMAL) commissioned report *Human resources in the public library service in Wales: a review with recommendations* (H. Roberts, 2006) states that the total workforce in Welsh public libraries at March 2005 was 1,223 full-time equivalent (FTE) staff. Of these 300 were professional librarians (or persons occupying posts designated as professional) and 923 were other support staff.

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

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

A breakdown of CILIP members shows that 23% worked in public libraries, 12% in universities, 8% in schools, 7% in industry and commerce, 6% in colleges of education (including both FE and HE) and 5% in government departments.

In 2006, 72% of CILIP members were of white ethnicity. People of Indian, Chinese and black ethnicity comprised 1% of members respectively.

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

According to a survey of library staff employed by local authorities in England and Wales, the majority of staff work part-time.

Overview/policy

In 2003 the Welsh Assembly Government (WAG) published its strategic agenda *Wales a Better Country* which reinforced the idea that a Standards Framework should be one of the main ways of promoting the development of library services to the public (*Comprehensive, Efficient and Modern Public Libraries for Wales – Promoting Higher Service Standards 2005-2008*; CyMAL, 2005). To build on this strategic agenda CyMAL: Museums Archives and Libraries Wales (CyMAL) was set up in 2004 as a new division of the WAG (www.new.wales.gov.uk).

Welsh Public Library Standards (WPLS), have been outlined in the WAG Standards Framework (*Comprehensive, Efficient and Modern Public Libraries for Wales – Promoting Higher Service Standards 2005-08*), some of which relate directly to workforce issues. For example, the report states that one of its inherent objectives is “to provide appropriate levels of qualified staff...for the provision of a developing range of services”. One of the standards, WPLS 34, states that at least 28% of total staff (full-time equivalent) should be formally qualified in librarianship or information services or have completed their qualifying examinations.

Skills gaps for ICT skills

Overview

Technology is having a major influence in the LAIS constituency, particularly ICT, digitisation and remote access to services. At the same time, technological change has brought with it higher expectations on the part of many users of information services – they anticipate that the latest and most complex technology will be available and used to deliver services. Users also expect that LAIS staff will be highly skilled in the use of ICT and be able to provide advice and guidance on its use.

The LAIS constituency is in the process of extending its traditional role in society as lending and information service providers, and is already utilizing the benefits of ICT in general with high levels of ICT hardware use and training provided to staff, along with internet training. In a constituency now heavily dependent on ICT, LAIS staff continue to require skills updating in order to keep pace with technological change.

Two WPLSs relate expressly to ICT and will no doubt impact on the skills required by the workforce. WPLS 28 states that library authorities should ensure by March 2008 that there is free basic support in core ICT services such as scanning, printing and faxing facilities; e-mail facilities; provision for laptop use and access to office software for users; also that library authorities should provide information literacy sessions for users. WPLS 29 says that library authorities should offer a variety of virtual and interactive facilities to the public by March 2008 including access to online community information services; access to online Welsh library catalogues; access to e-government services and learner support services for e-learning.

In relation to the above, a key stakeholder has pointed out that convergence appears to be increasingly important in libraries, i.e. the amalgamation of library and ICT services under one location and manager, often the library manager. This has already been observed in Higher Education Institutions (HEIs).

Occupational groups affected

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

Country/region

This skills issue is evident across the UK.

Skills issues/skills levels

Employers and stakeholders identified the following specific skills needs:

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

Evidence of skills needs

- A 2003 isNTO report, Skills Foresight into the Information Services Sector, found that just two fifths of employers felt that their current staff had the ICT skills necessary to meet the future skills needs.
- The study also found that extensive ICT training had been undertaken within organisations. Future ICT training needs were identified as staff keeping abreast of changing technology and upskilling to undertake more complex tasks in response to more sophisticated demands from customers.
- The 2003 report found that employers were divided in their approach to addressing ICT skills.
 - 28% of employers stated that ICT skills gaps should be met by training existing staff
 - 18% indicated that new staff should be recruited
 - 17% reported that the skills need should be met by outsourcing to consultants
- Findings from the 2006 LLUK employer survey show that one third of Welsh employers were dissatisfied with the continuing professional development activities undertaken by their professional staff. Just over one quarter (26%) were dissatisfied with the CPD activities undertaken by their paraprofessional staff. This is very similar to the proportions reported by UK employers as a whole (29% and 27% respectively).

What is the current provision?

- The majority of employers in Wales (73%) reported that their professional staff undertook their CPD through a variety of sources, while 20% reported that they accessed an external training provider. One quarter of Welsh employers reported that their paraprofessional staff undertook their CPD in house while 47% reported that a variety of sources were used.
- More than half of Welsh employers reported that they made a large or very large investment in the education and training of their professional and paraprofessional staff (57%). Slightly over one third of Welsh employers reported that they made either a small investment or no investment in the education and training of their professional and paraprofessional staff. This is very similar to the pattern observed for all UK employers.
- The level of ICT training is likely to vary according to particular needs and the complexity required, for example one major employer is aiming for staff at all levels to have the European Computer Driving Licence (ECDL) as a basic qualification (when recruiting or through training) and providing CPD for more specialised skills.
- There was a UK wide initiative by the People's Network which made funding available for library staff to gain ICT skills broadly equivalent to the ECDL. In Wales, following on from this, they are currently piloting ICT library qualifications which are on the next levels up from ECDL. The qualifications being piloted are the Diploma and Advanced Diploma in Applications of ICT in Libraries. They are UK wide qualifications that have been developed in conjunction with the Scottish Qualifications Authority (SQA). The current plan is to make these qualifications available in Wales by September 2007, with the possibility of some of these modules being extended to archivists in the future.

What is already happening?

The Chartered Institute of Library and Information Professionals (CILIP) voluntary revalidation process offers formal recognition of the CPD required to maintain professional knowledge and expertise.

The following initiatives are also in progress:

- the Society of Archivists (SoA) is developing its own CPD scheme.
- a Diploma/Advanced Diploma in the Applications of ICT in Libraries is currently being piloted at Coleg Llandrillo.
- ECDL/e-skills passport

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else that we need to know about this issue?
3. Should ICT skills be taught as part of initial training or through continuing professional development?
4. Can you differentiate between different levels of ICT skills (i.e. basic ICT skills and more advanced contextualised ICT skills)?
5. As employers, how do you think this issue should be addressed?

Skills gaps for customer engagement skills

Overview

Employers report skills gaps for customer engagement skills.

In 2006, the Welsh Assembly Government published *CyMAL Museums, Archives and Libraries Wales Action Plan 2006-2008* which set out strategies and policies to deliver improved public services in Wales. This included a strong emphasis on the development of its bilingual services and extending access to new audiences. The subsequent *Workforce Development Plan 2006-2008* (WAG, 2006b) outlined a framework for the delivery of these objectives.

These changes have a number of implications for the LAIS workforce. Staff will increasingly need to draw on a wider range of skills in order to establish user needs and provide support, advice and guidance to users. The workforce will need good customer engagement skills including an understanding and ability to work with people from different backgrounds and age groups.

In 2006, CyMAL commissioned a research project entitled *Quantifying Diversity: Mesur Amrywiaeth*. The aims of the project were to collect data on the inclusion and participation rates of minority groups in Welsh museums, archives and library services. The project primarily examines disability, gender, Welsh language and minority ethnic groups but also looks at beliefs/religion, age and sexual orientation to a lesser degree (www.enterdisabilitywales.co.uk).

The Libraries for Life: delivering the entitlement agenda for library users in Wales 2007-09 programme has several aims such as assisting library services to improve access to Welsh library resources; developing the online library; expanding reader activities; delivering effective marketing of library services and providing opportunities to improve workforce skills (www.information.wales.gov.uk).

Occupation groups

This skills gap affects all staff.

Skills level/skills area

Specific skills include:

- customer engagement
- supporting adults with basic skills needs
- inter-personal skills
- communication skills
- Welsh language skills
- bilingual skills
- marketing and publicity

Evidence of skills needs

- Findings from the LLUK employer survey (2006) showed that just over one quarter of Welsh employers indicated that their existing paraprofessional staff lacked transferable skills and one fifth indicated that their professional staff lacked these skills. During consultation work it was asked that transferable skills could be better defined.

- A small proportion of employers in Wales (13%) indicated that their professional and administrative staff lacked employability skills.
- The vast majority of Welsh employers expected the demand for communication skills, language skills, customer-service skills and problem solving skills to increase over the next five to ten years.
- In Wales, one third of employers were dissatisfied with the CPD undertaken by their professional staff and 16% were dissatisfied with the CPD undertaken by their paraprofessional and administrative staff.
- Welsh language skills are becoming increasingly crucial to library services, which is directly related to the Welsh Assembly Government's movement to create a bilingual Wales. In addition, feedback from consultation work indicated that as well as the Welsh language skills other European language are also becoming important as a more EU citizens, particularly from the newer European Union (EU) nations, migrate to Wales.
- Another area highlighted in the feedback was the importance for staff to have the ability to deal with users who lack basic skills. This will require them to identify the users' needs, support them in the environment and direct them to the relevant agencies. It is therefore important that training is available so that the workforce is aware of these issues and knows how to deal with them.

What is the current provision?

- Current pathways into professional roles in the sector are typically a first degree and then a post-graduate qualification in archives management for archivists and for librarians either a first degree in library and information management or a first degree in an academic discipline followed by a post-graduate qualification in library and information management. Feedback from a key employer indicated that in Wales many of the staff who are undertaking undergraduate or postgraduate library qualifications are doing them on a part-time or distance learning basis whilst working.
- Qualification opportunities for paraprofessional staff are currently limited to the libraries career pathway and are essentially work-based vocational qualifications.
- In 2004/05, there were 439 enrollees on LAIS provision in Further Education colleges in England and Wales and 14 enrollees on courses delivered by Work Based Learning providers. The majority of learners were enrolled on an NVQ in Information and Library Services. The number of enrollees on LAIS course in Further Education colleges dropped by one third during 2003/04 and 2004/05.
- Employers in Wales reported that their existing staff accessed their continuing professional development through a range of sources:
 - management staff (13%-20% in house, 13%-20% external training provider, 20%-40% various sources)
 - professional staff (73% various sources, 20% external training provider)
 - paraprofessional staff (27% in house, 7% local authority, 7% further education, 7% external training provider, 47% various sources)

- administrative staff (33% in house, 7% local authority, 53% various)

What is already happening?

- The Chartered Institute of Library and Information Professionals (CILIP) had put into place a voluntary revalidation process for its chartered members.
- The Society of Archivists (SoA) is currently developing its own CPD scheme.
- The National Library provides Welsh courses for its staff.

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?
2. Is there anything else that we need to know about this issue?
3. At what level are these skills needs?
4. The skills gap for customer care is closely interlinked with the skills gap for ICT skills. Should staff be trained separately in each of these skills or should the training be combined to include both skills?

Skills gap for management and leadership skills

Overview

Employers report skills gaps for management and leadership skills.

In Wales, the CyMAL Museums, Archives and Libraries *Wales Action Plan 2006-2008* emphasised the following:

- devising workforce development and leadership plans for the library service
- the creation of a national leadership programme
- creating a fundraising and business development capacity to explore opportunities for raising external funds from foundations and private sponsors.

In addition, the report highlighted the need to develop the capacity of staff to access new funding sources.

Roberts (2006) states that library managers have taken on additional responsibilities and need to apply their skills across a wider range of services, including education, learning, heritage management, cultural provision, leisure management and community leadership amongst others. Furthermore, arrangements may be in place where staff are shared between different directorates within an authority, for example between libraries and community facilities. Roberts (2006) goes on to say that training and staff development programmes, particularly at higher strategic levels, do not appear to reflect these developments.

Occupational groups

This skills gap affects management staff.

Skills level/skills area

Specific skills include:

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

Evidence of skills needs

- Findings from the 2006 LLUK employer survey showed that between 20% and 26% of Welsh employers were dissatisfied with the skills and competences of their existing management staff. This is higher than the proportion reported for UK employers as a whole (11%-17%).

- In Wales, the CyMAL Archives and Records Management Training and Development Audit 2006-2007 asked respondents to identify the top priority skills over the next two years. The results showed that the top priorities for management and leadership were:
 - managing people
 - leadership
 - project management
 - partnership working
- Stakeholders in the LAIS constituency also identified a lack of people with advocacy skills and with top level strategic skills.
- Consultation work indicated that the key management and leadership skills shortages are in:
 - middle management and supervisory skills
 - strategic leadership, financial management and fundraising
- Partnership working was also identified as an ever more important area that will necessitate managers to have a strategic understanding of the sectors that they work with in partnerships. In relation to this, it has also been pointed out that it is important for managers to have a strategic understanding of ICT due to convergence between libraries and ICT.

What is the current provision?

- In Wales, employers reported that management staff undertook their CPD in house (13%-20%), through an external training provider (13%-20%) or through various sources (20%-40%).
- Approximately four in ten Welsh employers reported that they made either a small or no investment in the further education and training of their management staff. Between 29% and 50% of Welsh employers indicated that they made a large or very large investment in the further education and training of their management staff. This is very similar to the pattern observed for UK employers as a whole.
- Employers and stakeholders emphasised the need for management training to be contextualised to the particular employment setting.

What is already happening?

- The Chartered Institute of Library and Information Professionals (CILIP) is offering a voluntary revalidation process.
- The Society of Archivists (SoA) is currently developing its own CPD scheme.
- The Welsh Assembly Government through CyMAL offers bursaries to middle and senior managers in libraries to take up leadership development programmes. They are also offering bursaries for partnership working between public sector library and information services. (www.cymal.wales.gov.uk)
- The Institute of Fundraising offers courses in fundraising management (www.icfm.org.uk).

Initial questions for employers

1. Do you agree that this is a skills issue for your sector?

2. Is there anything else that we need to know about this issue?
3. The skills needs for the management and leadership skills are closely interlinked with the skills for ICT skills and customer care skills. How should these skills needs be addressed?

Future demand for professionals with specific LAIS technical skills

Overview

It might be assumed that in the area of skills specific to the workforce there would not be evidence of skills gaps and deficiencies. However, skills fade and the lack of adequate and consistent updating by individuals of their specialist skills are factors which concern employers. Increasingly, many of the specialist tasks undertaken by the workforce are impacted upon by developments in ICT, especially now the development of information content (rather than systems and hardware). Skills updating therefore needs to take account of the impact of technology and include the evolution of traditional skills into new (electronic) versions of these skills. These new skills are necessary to cope with new media and information formats. It is therefore virtually impossible to separate these skills from some level of ICT user skills. Employers stated that these skills gaps are predominantly at level 4 and above.

Associated with this area of skills are issues of recruitment into the workforce and the average age of the workforce. The Welsh library workforce is a rapidly aging group and raising awareness of succession planning issues has been highlighted as a priority area for strategic development in Wales (Roberts, 2006). Stakeholders are in agreement with this and have pointed out that attempts are being made to address the problem through the Workforce Development Plan. The issue is further hindered by the fact that the libraries labour market in Wales is fairly small and static with individuals staying in their jobs for long periods of time. Additionally, some of the feedback from the Stage 3 consultation suggested that the need for Welsh language skills may be discouraging some people from applying for positions in Wales.

Employers report difficulties in recruiting skilled applicants for a number of professional roles in the workforce. The National Library of Wales, a large employer in this occupational area, has also recently undertaken an audit of its own staff and found a similar situation.

Employers across the UK also report difficulties in attracting skilled professionals due to the poor public image of the sector. Roberts (2006) identified a number of barriers to attracting skilled professionals including the perception of low salaries, anti-social working hours and relatively poor career opportunities in public libraries.

Occupation groups

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

Specific occupations include

- librarians
- archivists
- information officers
- archive and libraries conservators
- records managers
- archives assistants
- library assistants
- information assistants

Skills level/skills area

The skills required are those which are traditionally associated with libraries, archives, records, knowledge and information management and including the updated (electronic) versions of these skills which are necessary to cope with new media and information formats.

Specific skills include:

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

Skills gaps are predominantly at level 4 and above.

Evidence of skills needs

- Almost half of employers in Wales reported that applicants to professional roles lacked specialist technical and professional skills while 37% felt that paraprofessionals lacked these skills. This was slightly higher than the proportions reported by employers at the UK level (40% and 27%).
- Employers in Wales also reported skills gaps in their existing workforce with 20% indicating that their professional staff lacked specialist technical and professional skills, while 27% believed that their paraprofessional staff lacked these skills. This compares with 37% and 20% for UK employers as a whole.
- A 2003 isNTO report of future skills needs in the Libraries, Archives, Records Management and Information Services sector found that less than half of employers felt that their existing staff had the technical skills required to meet the future skills needs.
- According to the 2003 report, participants in the study were most likely to report that technical skills gaps should be addressed by training their existing staff rather than recruiting new staff.
- One third of employers in Wales (33 %) were dissatisfied with professional development activities undertaken by their professional staff while 27% were dissatisfied with the CPD undertaken by their paraprofessional staff. This is very similar to the pattern reported for UK employers as a whole.
- It was pointed out during consultation work that cataloguing and indexing as well as collection management are being dropped from undergraduate courses which is likely to create future skills shortages. It was also highlighted that conservation and preservation and knowledge management are also key skills areas, the latter especially in relation to business and dealing with new legislation.

- A key stakeholder agreed that skills gaps were at level 4 and said that one of the problems was that there was a lack of vocational qualifications at that level. The stakeholder added that a foundation degree is being developed in Wales.

What is the current provision?⁴

- In 2004/05, there were 2,230 enrolments on specialist library, archives, records management and information services qualifications in Higher Education institutions (HEIs).
- There were 16 providers delivering LAIS provision in England in 2004/05. Together they accounted for 49% of all UK enrollees on LAIS qualifications. A single provider in Wales accounted for 38% of all UK enrolments. The remaining 14% of UK enrolments were spread across four HEIs in Scotland.
- In England and Wales the majority of enrolments were at the Masters level in 2004/05. In Scotland, more than half of enrolments were at the postgraduate diploma or certificate level.
- There were 288 enrollees on qualifications specifically related to archives and records management in 2004/05. Over half of these were delivered by the University of Aberystwyth in Wales.
- In England, 69% of LAIS qualifications were CILIP accredited and 7% were accredited by the Society of Archivists (SoA). The majority of provision in Wales was CILIP accredited (84%), with a further 14% of provision SoA accredited.
- In 2004/05, there were 420 enrolments on vocational qualifications in Information and Library Services in Further Education (FE) colleges in England and 19 enrolments on LAIS courses in FE colleges in Wales. The majority of learners were enrolled on an NVQ in Information and Library Studies.
- There were 13 learners undertaking vocational qualifications in work based learning settings in England and Wales in 2004/05, of which the majority were enrolled on an NVQ in Information and Library Services.
- Analysis of the financial support and awards received by students enrolled on LAIS provision in HEIs found that more than half of students in England, Scotland and Wales in 2004/05 received no financial support.

Continuing professional development activities

More than one quarter of Welsh employers reported that their paraprofessional staff undertook their further education and training in house, with 47% indicating that a variety of sources are used.

The vast majority of Welsh employers (73%) indicated that their professional staff undertook their CPD through a variety of sources, with 20% indicating that they accessed an external training provider.

⁴ Information on current LAIS provision in Higher Education institutions comes from the Higher Education Statistics Agency (HESA) staff record for 2004/2005.

More than half of Welsh employers reported that they made a large or very large investment in the education and training of their current professional and paraprofessional staff. Whereas, just over one third (36%) reported that they made either a small investment or no investment in the education and training of their professional and paraprofessional staff.

What is already happening?

- The Chartered Institute of Library and Information Professionals (CILIP) offers a voluntary revalidation process.
- The Society of Archivists (SoA) is currently developing its own CPD scheme.

Initial questions for employers

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

Final question

The whole LAIS sector is changing and becoming modernised. Future skills will be a combination of all that has been said here and more. What will that matrix of future skills look like? What, in your views, will be the nature of future skills requirements from 2010 – 2020?

ANNEX F: WALES WORK BASED LEARNING GAP ANALYSIS CONSULTATION PAPERS

Skills issues for the Work-Based Learning workforce

Work-based learning covers a broad range of activity including programmes undertaken by commercial and voluntary sector providers funded under contract to Government departments and agencies, as well as a significant amount of privately funded independent and in-company training.

The scope of what is available consists of varying options, such as:

- public and commercially funded learning delivered by or through independent learning providers on their own or employers' premises
- public and commercially funded learning delivered through voluntary and community providers on their own or employers' premises
- public and commercially funded work based learning provided by Further Education colleges on their own or employers' premises
- publicly funded (directly or indirectly) work based learning in community settings
- public and commercially funded work based learning through Higher Education institutions and their business schools

LLUK have identified the following skills issues for the Work-Based Learning (WBL) workforce (not in priority order).

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

Profile of the Work-Based Learning workforce

A 2004 study by Host Policy and Research Qualifications of *Staff in LSC Funded Provision* estimated that the size of the Work-Based Learning workforce in England comprised 30,000 (Department for Education and Skills, England (DfES), 2004). There is no comprehensive source of information on the size and characteristics of the WBL workforce in Northern Ireland, Scotland and Wales. LLUK will be undertaking scoping work in 2007 to identify the data needs for the WBL workforce.

Demand for management and leadership skills

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

Occupation groups

This skills issue predominantly affects management staff.

Country/region

This skills gap is evident across the UK.

Skills level/skills area

Specific skills required include:

- financial management
- strategic planning
- partnership working
- engaging employers
- business management

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

Evidence of skills needs:

- Results from the LLUK employer survey showed that between 36% and 39% of Welsh employers reported difficulties in recruiting management staff at Level 4. A smaller proportion (11%) of Welsh employers reported difficulties in recruiting management staff at level 3. These findings are very similar to those reported for all UK employers.
- Between 22% and 33% of Welsh employers reported that applicants to management positions lacked professional, technical and practical skills. This includes subject specific knowledge and teaching skills. A similar proportion (22%-25%) indicated that applicants lacked transferable skills including communication skills and bilingual skills.
- Employers in Wales also reported internal skills gaps for their existing management staff. Between 28% and 34% of Welsh employers reported that their management staff lacked transferable skills including communication skills and bilingual skills. A similar proportion (25%-28%) reported that their management staff lacked professional, technical and practical skills including subject specific knowledge and teaching skills.
- A 2005 report by Estyn in Wales found that the leadership and management of many providers was unsatisfactory. It went on to state that planning and assessment were often poor, and over three-quarters of providers did not collect or analyse enough information on the progress of their trainees (The Annual Report of Her Majesty's Chief Inspector on Education and Work-based training in Wales 2003-04).

What is the current provision?

Analysis of qualifications for WBL managers in Further Education institutions showed that there were a small number of management qualifications that were specific to the WBL sector in 2004/05. The main qualification accessed was Management of Learning and Development at level 4. There were no management qualifications specific to WBL being delivered in Higher Education institutions in 2004/05.

Continuing professional development

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

- in-house training: 39%
- external training provider: 13%-19%
- higher education: 10%-16%
- various sources: 13%-16%

More than half of Welsh employers were satisfied or very satisfied with the continuing professional development activities undertaken by their management staff. A small proportion (13%-16%) indicated that they were dissatisfied with the continuing professional development activities undertaken by their management staff.

More than one third of Welsh employers (52% - 59%) indicated that they made a large investment in the education and training of their existing management staff. Approximately one quarter (35% - 41%) stated that they made either a small investment or no investment in the education and training of their management staff.

Initial questions for employers

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

Subject specific skills shortages for teachers, trainers and tutors

Overview

Employers report recruitment difficulties for skilled teachers, trainers and tutors in specific subject areas;

- engineering
- science
- technical
- health and social care

At the same time, an increased emphasis is being placed on individual providers developing specialist skills. This has implications for the WBL workforce in terms of capacity and the ability to recruit appropriately qualified staff.

The subject specific recruitment difficulties are exacerbated by an overall rise in demand for the WBL workforce, reflecting the enhanced role of *the Work-Based Learning in delivering key priorities within the Lifelong Learning sector*. In 2006, the National Council for Training and Education for Wales (ELWa) published the Work Based Learning Improvement Plan which put forward a series of recommendations designed to increase the profile and take-up of WBL courses in Wales. This in turn is likely to have a direct impact on the demand for professionals to deliver such provision.

Studies have highlighted a number of key recruitment constraints in the WBL sector. This includes the low salaries within the sector, the relatively poor image of the sector and the perceived lack of career progression.

Occupation groups

- teachers
- tutors
- instructors
- trainers

Skills level/skills area

- subject specific skills and knowledge
- teaching and training skills

The skills needs are predominantly at level 4.

Evidence of skills needs

- Approximately one fifth of Welsh employers (21%) reported that they experienced difficulties in recruiting professional staff with professional, technical and practical skills. This includes teaching and subject specific knowledge and experience. A similar proportion (24%) reported that applicants for learning support and technical roles lacked professional, technical and practical skills.

- More than six in ten Welsh employers (61%) indicated that they expected the demand for professional staff to increase over the next five to ten years. Similarly, 55% of Welsh employers expected the demand for support professional and technical staff to increase.

What is the current provision?

Further Education

In 2004/05 there were 20,820 enrolments on teaching, training and tutoring qualifications in Further Education in England that were relevant to the WBL workforce. The number of enrolments was down from the previous year by 7.6%. In Wales there were 1,549 enrolments on teaching and training qualifications that were relevant to the WBL workforce, a drop of 12.4% from the previous year. There were a small number of enrolments in Northern Ireland. Information on learners enrolled on qualifications relevant to the WBL workforce was not available in Scotland.

Learners enrolled on qualifications relevant to the WBL workforce in FE were most likely to be enrolled on Assessor or Verifier awards, with the bulk of provision at level 3.

Work-Based Learning provision

Analysis of learner records has also identified WBL provision that is relevant to the work based learning workforce. These are predominantly Learning and Development awards.

Initial questions for employers

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

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

Overview

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

- literacy
- numeracy
- ESOL

In 2005, the Welsh Assembly Government (WAG) published their second basic skills strategy, *Words Talk – Numbers Count*, which emphasised reducing the number of young people adults with poor basic skills. The strategy also introduced a target of increasing the proportion of working age adults with at least level 1 literacy skills to 80% by 2010 and the proportion with level 1 numeracy skills to 55% by 2010.

The 2006 Leitch Review of Skills, *Prosperity for All in the Global Economy – World Class Skills* outlined a set of recommended targets for adult literacy and numeracy.

- 95% of adults to achieve the basic skills of functional literacy and numeracy by 2020
- More than 90% of adult to be qualified to at least level 2 by 2020.

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

Occupation groups

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

Skills level/skills area

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

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

Evidence of skills needs

- A number of employers who participated in the 2006 LLUK employer survey reported that they experienced particular problems in recruiting basic skills staff, particularly those with specialist subject knowledge.
- A 2005 report on post-16 basic skills provision in Wales identified some of the problems facing the basic skills workforce. A number of providers reported that due to the low numbers of basic skills teaching staff in work-based learning providers, other training or assessing staff have responsibilities for the planning and delivery of basic skills. In some instances there may only be one full-time member of staff delivering all the key skills and basic skills (Estyn, 2005).

What is the current provision?

Higher Education

A number of Higher Education Institutions (HEIs) were delivering provision related to teaching and supporting adult literacy, numeracy and ESOL in 2004/05. England had the largest volumes of learners, with 7,745 enrolments in 2004/05, an increase of 13% from the previous year. Smaller amounts of provision were also delivered in HEIs in Wales (95 learners), Northern Ireland (135 learners) and Scotland (805 learners).

Further Education

In 2004/05 a large amount of provision associated with teaching adult literacy, numeracy and ESOL was being delivered in Further Education institutions. Analysis of learners shows that:

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

Information on Scotland was not available for the analysis.

What is already happening?

In Wales the National Support Project for Work-based Learning and the Post 16 Quality Mark provide basic skills training, particularly for work-based learning staff who do not have access to regular in-house basic skills training.

The LLUK Skills for Life programme is taking forward a wide range of work across the UK and across all of the lifelong learning constituencies. LLUK is working with stakeholders in Scotland, Northern Ireland and Wales to support professional development relevant to those particular contexts.

Work includes:

- collection of data on the Skills for Life workforce which will form a basis for decision making
- development of standards for the workforce across the UK
- development of qualifications frameworks for teacher, tutor, trainer and learning support roles which support learners with language literacy and numeracy needs
- support for the development of relevant qualifications
- support for innovative approaches which encourage recruitment, flexible approaches to training and flexible approaches to qualified status
- development of an Information and Advice Service for all with an interest in the professional development of the Skills for Life workforce

Initial questions for employers

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

Skills needs for dealing with a diverse range of learners

Overview

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

Learners enrolled on work-based learning programmes are a heterogeneous group incorporating young people, the unemployed and adult learners across a range of settings. The qualifications of learners range from those with little or no formal post-compulsory education to learners with degree level qualification and above. In addition, many learners experience learning difficulties arising from social and/or other needs. This means that Work-Based Learning providers require a great deal of skill to ensure that learners' experiences match their way of learning, their learning goals, their personal development and their career aspirations.

In Wales, the *Work Based Learning Improvement Plan* (ELWa, 2006) stated that, although the total number of learners on WBL programmes has grown in recent years, the nature of the participants has changed. Traditionally, apprenticeships and other similar programmes were aimed at young people, especially school leavers. Today, however, more than half of new starts on the Modern Apprenticeship programme are aged 25 and over.

Occupation groups

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

- teachers
- tutors
- instructors
- trainers
- assessors
- internal verifiers

Evidence of skills needs:

- Findings from the 2006 LLUK employer survey show that 41% of Welsh employers believed that their learning support and technical staff lacked transferable skills including communication skills and bilingual skills. This is similar to the proportion for all UK employers.
- Between 28% and 34% of Welsh employers reported that their management staff lacked transferable skills. Approximately one quarter (28%) indicated that their professional and administrative staff lacked transferable skills.
- Some employers in Wales also reported difficulties in recruiting new staff with appropriate transferable skills, with 31% of employers indicating that people applying for learning support and technical roles lacked transferable skills. Approximately one quarter of Welsh employers reported applicants for management and administrative roles lacked transferable skills.
- In Wales, the 2006 report *Work Based Learning Improvement Plan* indicated that Welsh medium WBL provision was affected by a shortage of skilled/trained teachers, tutors and assessors (ELWA, 2006).

What is the current provision?

Employers in Wales reported that their staff undertook their continuing professional development through the following sources:

- management staff (in house: 39%, external training provider: 13%-19%, higher education: 10%-16%, various sources: 13%-16%)
- professional staff (in house: 36%, further education: 13%, external training provider: 10%, higher education: 7%, various sources: 26%)
- learning support and technical staff (in house: 48%, further education: 10%, external training provider: 7%, various: 26%)
- administrative staff (in house: 61%, further education: 10%, various sources: 19%)

Initial questions for employers

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

Final question

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

ANNEX G: ORGANISATIONS/ EMPLOYERS CONSULTED AS PART OF THE STAGE 3 SSA IN WALES

Wales Country Panel

Council for Wales Voluntary Youth Service
NIACE
Neath Port Talbot CBC
Fforwm
Ystrad Mynach College
Coleg Llandrillo
Higher Education Wales
North Wales Training
University of Wales Newport
North East Wales Institute
CyMAL
Wrexham Borough Council
National Library of Wales
Glamorgan Records Office
Wales TUC
University of Wales, Bangor
ISA Training

CLD Advisory Group

NIACE Dysgu Cymru
Community Development Foundation
Children in Wales
WCVA
Cyfanfyd
City and County of Swansea
Welsh Assembly Government
Community Development Cymru
WEA South Wales
Council for Wales Voluntary Youth Service
Council for Wales Voluntary Youth Service

CLD Constituency Panel

Welsh Assembly Government
Community Development Cymru
WEA South Wales
Council for Wales Voluntary Youth Service

HE Constituency Panel

University of Wales Institute, Cardiff
University of Glamorgan
HEFCW
North Wales Training

LAIS Constituency Panel

Monmouthshire County Council
CyMAL
Wrexham Borough Council

WBL Constituency Panel

North Wales Training Federation

ANNEX H: WALES EVIDENCE BASE

SKILLS PRIORITY - LEADERSHIP and MANAGEMENT		
What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue predominantly affects management staff at NVQ level 4 and also professional, support professional and administrative staff.</p> <p>The workforce will need to develop effective partnership working, networking and negotiation skills. Public sector staff working in CLD will need specific skills to manage accountabilities to their agency's agenda with those to the communities with whom they work.</p> <p>Expansion of partnerships with the statutory sector will result in some smaller organisations increasing in size, and a growing number of volunteers in the constituency. Managers will need to develop skills in defining and managing changing staff roles and in managing large numbers of volunteers.</p> <p>Many middle and senior managers are approaching the end of their careers in CLD, highlighting the need for CPD that addresses a systematic approach to succession planning</p> <p>The skills required include:</p> <ul style="list-style-type: none"> financial management partnership working leadership skills project management 	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005), <i>Youth matters: next steps</i> (DfES, 2006), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005)</p> <p>In the 2006 LLUK employer survey CLD employers were most likely to report skills shortages among professionals and support associate professionals. Shortages were most common at NVQ level 4 in recruiting managers and professionals with 36% of Welsh employers saying applicants to management roles lacked specialist professional and technical skills.</p> <p>Skills gaps were most common among professionals. Gaps at NVQ level 4 were most often reported among managers. Between 29% and 31% of UK employers said management staff lacked specialist/professional/technical skills, including those specific to CLD such as building effective partnerships to enhance community learning and development and managing the work and input of others. 17%-28% of employers in Wales said management</p>	<p>6 HEIs and 11 FE providers offered programmes relevant to CLD in 2003/04 and 2004/05. 10 WBL providers did so.</p> <p>Within HE there was very little identifiable provision for development of CLD leadership and management in 2003/04 and 2004/05. It is possible that other programmes can provide suitable management knowledge and skills. Generic management training in HE is abundant. There is an increasing volume of learners taking youth work-related programmes. The volume of stand-alone programmes has increased but many programmes are not endorsed by the relevant bodies. No programmes were identified that covered family or parent related activities in Wales.</p> <p>In FE very little provision specific to management in CLD was identified but generic management programmes are abundant and may be appropriate.</p> <p>WBL provision related exclusively to youth work and could not be identified as contributing to skills priorities.</p> <p>CLD employers in Wales reported that</p>

<p>strategic management managing volunteers leadership skills in the voluntary and community sector</p>	<p>staff lacked specialist/professional/ technical skills. 11% said management staff lacked transferable skills including communication and Welsh language skills.</p> <p>Stakeholders prioritised development of transferable and wider employability skills - including leadership, partnership working, interpersonal and outreach skills, skills to promote social inclusion and empower communities and creative thinking – and professional/ technical/practical skills such as organisational and financial planning.</p> <p>Participants in future scenarios workshops anticipated a need for stronger leadership, management and entrepreneurial skills for all staff.</p>	<p>management staff undertook their CPD through a range of sources: in-house training (19%-25%), HE (13%-19%). various sources (19%).</p> <p>63%-69% of Welsh employers were satisfied with the CPD undertaken by management staff.</p> <p>Four in ten Welsh employers said they made a large or very large investment in the CPD of existing management staff. One third of Welsh employers stated that they made a small investment.</p> <p>There were few structured leadership and management training opportunities for adult community-based learning staff.</p>
<p>What does it mean in FE?</p>		
<p>This skills needs affects management staff as well as professional and learning support staff and is predominantly at NVQ level 4 and above.</p> <p>In future a range of collaborative business models for FE colleges will emerge, focusing on provision for young people aged 14-19 (with schools), for adult workforce development (with employers), for HE delivered in FE colleges (with HE) and for tackling social exclusion (with the CLD constituency). This will have implications for the FE workforce who will be required to develop effective partnership working skills and business skills.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>The learning country</i> (WAG, 2001), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005) and <i>Learning pathways 14-19 guidance</i> (WAG, 2004).</p>	<p>There were 4 HEIs and 6 FE providers offering FE specific provision in Wales in 2004/05. No WBL providers did so.</p> <p>HEIs offered little provision specific to management and leadership in an FE context but enrolments on this provision increased by 26.7% in 2004/05.</p> <p>In FE enrolments in Wales on FE management related programmes declined by nearly 90% from 2003/04 to 2004/05. Generic management training is abundant and may be appropriate.</p>

	<p>In the 2006 LLUK employers' survey skills shortages were most commonly reported for professionals, particularly at NVQ level 4 when recruiting both professionals and managers.</p> <p>Skills gaps were reported for managers. A larger proportion of employers reported skills gaps among managers of services in Wales than elsewhere in the UK. The vast majority of employers were very satisfied with the skills and competences of management staff. In Wales, 31% of employers said management staff lacked transferable skills including communication and Welsh language skills.</p> <p>Employers surveyed by phone attributed skills gaps to the need to keep up with current practice and policy developments.</p> <p>Stakeholders prioritised the development of leadership skills.</p>	<p>Employers in Wales reported that management staff undertook their CPD through the following sources: in house 29%, HE 31%, External training provider 15%, Various sources: 15%.</p> <p>Between 62% and 78% of Welsh employers reported making a large investment in the CPD of management staff. Between 15% and 31% reported making either a small or no investment in the CPD of management staff.</p>
<p>What does it mean in HE?</p>		
<p>This skills gap is at NVQ level 4 and predominantly affects management staff. There is also a need to develop leadership and management skills of all staff who demonstrate potential in this area.</p> <p>Difficulty in recruiting Heads and Directors of Marketing and Student Recruitment is possibly derived from pay differentials between the private and public sectors and the complexity of the HE sector.</p> <p>The Wales Management Council (WMC) has indicated the demand for more management and</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>Reaching higher: higher education and the learning country</i> (WAG, 2002), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005)</p> <p>In the 2006 LLUK employers' survey 33%-41% of Welsh employers reported difficulty recruiting management staff with</p>	<p>3 providers, all HEIs, offered programmes specific to the HE constituency in Wales. .</p> <p>In Wales no programmes were identified as offering provision relevant to HE leadership and management.</p> <p>In Wales 46% of employers reported making a large or very large investment in their management staff. 54% said they made either a small or no investment in the education and training of their management staff.</p>

<p>leadership mentors in Wales. Whilst Wales has a large number of courses available (estimated as approximately 1,600 different providers of management skills development and c.17, 000 different courses) smaller business does not always benefit from these.</p>	<p>professional/technical/practical skills.</p> <p>Skills gaps were predominantly identified in professional, administrative and associate professional and technical occupations. Employers in Wales reported skills gaps for management staff with one quarter identifying a lack of transferable skills including communication and Welsh language skills.</p> <p>Stakeholders prioritised development of leadership and management, professional competence and wider employability skills.</p> <p>Participants in future scenarios workshops anticipated growing need for fund-raising, business development and client/project management skills.</p>	<p>Just under one fifth of Welsh employers reported that management staff undertook CPD in HEIs. 50% said management staff undertook CPD through a variety of sources.</p>
<p>What does it mean in LAIS?</p>		
<p>This skills gap affects management staff.</p> <p>Specific skills include:</p> <ul style="list-style-type: none"> management and supervisory skills strategic leadership library and archives management advocacy and team working project management financial management bid writing/fund raising conflict management entrepreneurship and innovation performance management succession planning negotiation skills 	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>CyMAL: museums archives and libraries Wales: action plan April 2006-March 2008</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005), <i>Wales a Better Country</i> (WAG, 2003). Welsh Public Library Standards (WPLS), were outlined in <i>Comprehensive, Efficient and Modern Public Libraries for Wales – Promoting Higher Service Standards 2005-08</i>, including a requirement that at least 28% of total FTE staff should be formally qualified in librarianship or information services or have completed qualifying examinations.</p>	<p>1 HEI, 1 FE and 1 WBL provider offered programmes specific to LAIS in Wales. The University of Wales, Aberystwyth offers very high volumes of relevant provision in proportion to the population, with increasing enrolments from 2003/04 to 2004/05. This predominantly at postgraduate level, suggesting that programmes are designed with management staff in mind.</p> <p>Provision offered by FE and WBL in Wales was small.</p> <p>In Wales, employers reported that management staff undertook their CPD in house (13%-20%), through an external</p>

	<p>In the 2006 LLUK employer survey respondents reported skills shortages predominantly among professionals and at NVQ level 4 when recruiting both managers and professionals. Consultation identified management and leadership skills shortages in middle management and supervisory skills, strategic leadership, financial management and fundraising</p> <p>Between 20% and 26% of Welsh employers were dissatisfied with the skills and competences of existing management staff.</p> <p>Partnership working and strategic understanding of IT were identified as ever more important areas in which managers will need strategic skills.</p> <p>The <i>CyMAL Archives and Records Management Training and Development Audit 2006-2007</i> identified top priority skills for the next two years. For management and leadership these priorities were managing people, leadership, project management and partnership working.</p> <p>Stakeholders identified mixed priorities including management and supervisory skills blended with library management skills, advocacy and team working.</p>	<p>training provider (13%-20%) or through various sources (20%-40%).</p> <p>Approximately four in ten Welsh employers reported that they made either a small or no investment in the further education and training of their management staff. Between 29% and 50% of Welsh employers indicated that they made a large or very large investment in the further education and training of their management staff. This is very similar to the pattern observed for UK employers as a whole.</p> <p>Employers and stakeholders emphasised the need for management training to be contextualised to the particular employment setting.</p>
<p>What does it mean in WBL?</p>		
<p>This skills issue predominantly affects management staff and is predominantly at level 4. Some employers report recruitment difficulties and internal skills gaps for management staff at level 3.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>The learning country</i> (WAG, 2001), <i>Developing the workforce – learning in and for the workplace</i> (Education and Learning Wales, 2004), <i>Work based learning improvement</i></p>	<p>9 FE and 21 WBL providers offered constituency specific provision in Wales.</p> <p>Provision for WBL management and leadership, delivered in FE, rose by 57.6% from 2003/04 to 2004/05.</p>

<p>WBL providers and stakeholders report a demand for a range of management and leadership skills including financial and business management and strategic planning. Providers emphasise that staff need specific skills in order to respond to employer needs. Time and resource issues are major barriers to accessing management and leadership training, particularly in small and medium sized enterprises (SMEs).</p> <p>Specific skills required include:</p> <ul style="list-style-type: none"> Financial management Strategic planning Partnership working Engaging employers Business management General skills including communication skills 	<p><i>plan</i> (WAG, 2006), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005).</p> <p>A 2005 report by Estyn in Wales found that leadership and management of many providers unsatisfactory. It went on to state that planning and assessment were often poor, and over three-quarters of providers did not collect or analyse enough information on the progress of their trainees (The Annual Report of Her Majesty's Chief Inspector on Education and Work-based training in Wales 2003/04).</p> <p>In the LLUK employer survey, between 29% and 31% of employers reported difficulty recruiting management staff at level 4. 8%-14% had difficulty recruiting at level 3.</p> <p>Approximately one third of employers said applicants to management positions lacked professional/technical/ practical skills, including subject specific knowledge and teaching skills. 13%-18% said applicants lacked transferable skills including communication and Welsh language skills.</p> <p>Skills gaps were most frequently reported among managers at NVQ level 4; a smaller proportion reported the same difficulty among professionals. Between 28% and 37% of employers said management staff lacked professional/technical/ practical skills including subject specific knowledge and ICT skills.</p>	<p>Analysis of qualifications for WBL managers in FE showed that there were a small number of management qualifications specific to the WBL constituency in 2004/05. The main qualification accessed was Management of Learning and Development at level 4. There were no management qualifications specific to WBL delivered in HEIs in 2004/05.</p> <p>Employers reported that management staff undertook their CPD through the following sources: In house training 22%-25%, external training provider 15%-18%. HE 8%-12%, FE 5%-8%, various sources: 27%.</p> <p>The majority of employers were satisfied or very satisfied with the CPD undertaken by management staff. Between 11% and 15% indicated that they were dissatisfied.</p> <p>51%-58% of employers said they made a large investment in the education and training of management staff. 32% -37% said they made either a small investment or no investment.</p>
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	<p>Approximately one quarter of employers reported that management staff lacked transferable skills including communication and Welsh language skills.</p> <p>Stakeholders prioritised development of skills in these areas and in all three categories including leadership and management, assessment, competence in teaching basic and key skills, gaining current industry experience and financial and strategic planning.</p> <p>Participants in future scenarios workshops anticipated increasing demand for middle managers.</p>	
SKILLS PRIORITY – MULTI-AGENCY and PARTNERSHIP WORKING		
What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills need predominantly affects managers at NVQ level 4 and also affects professional, support professional and administrative staff.</p> <p>Partnership working is increasingly important, for example between local authorities and the voluntary sector or between health and social services working with parents. This requires negotiation between different working styles in the various agencies as well as influencing and advocacy skills.</p> <p>The CLD workforce will need to develop effective partnership working, networking and negotiation skills to meet the demand for voluntary and community organisations to deliver more public services. Public sector staff working in CLD will need specific skills to manage accountabilities to</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005), <i>Youth matters: next steps</i> (DfES, 2006), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005).</p> <p>In the 2006 LLUK employer survey employers were most likely to report skills shortages among professionals and support associate professionals. Shortages were most common at NVQ level 4 when recruiting managers and professionals. Between 29% and 31% of UK employers said management staff lacked</p>	<p>6 HEIs and 11 FE providers offered programmes relevant to CLD in 2003/04 and 2004/05. 10 WBL providers did so.</p> <p>Within HE there was very little identifiable provision for development of CLD leadership and management in 2003/04 and 2004/05. Other programmes may provide suitable management knowledge and skills. Generic management training in HE is abundant. There is an increasing volume of learners taking youth work-related programmes. The volume of stand-alone programmes has increased but many programmes are not endorsed by the relevant bodies. None were identified as covering family or parent related activities in Wales.</p>

<p>their agency’s agenda alongside those to the communities with whom they work.</p> <p>The expansion of partnerships with the statutory sector will result in some smaller organisations increasing in size, and a growing number of volunteers in the constituency. Managers will need to develop skills in defining and managing changing staff roles and managing large numbers of volunteers.</p> <p>The skills required include:</p> <ul style="list-style-type: none"> • partnership working • leadership skills • project management • strategic management • managing volunteers • leadership skills in the voluntary and community sector 	<p>specialist/professional/ technical skills, including skills specific to CLD such as building effective partnerships to enhance community learning and development and managing the work and input of others.</p> <p>Stakeholders identified skills development priorities in transferable and wider employability skills - including leadership, partnership working, interpersonal and outreach skills, skills to promote social inclusion and empower communities and creative thinking – and professional/technical/practical skills such as organisational and financial planning.</p>	<p>In FE very little CLD specific management provision was identified but generic management programmes are abundant and may be appropriate.</p> <p>WBL provision related exclusively to youth work and could not be identified as contributing to skills priorities.</p> <p>CLD employers in Wales reported that management staff undertook CPD through a range of sources: in-house training (19%-25%), HE (13%-19%), various sources (19%). 63%-69% of Welsh employers were satisfied with the CPD undertaken by management staff.</p> <p>Four in ten Welsh employers said they made a large or very large investment in the CPD of management staff. One third stated that they made a small investment.</p> <p>There were few structured leadership and management training opportunities for adult community-based learning staff.</p>
<p>What does it mean in FE?</p> <p>This skills need affects management staff as well as professional and learning support staff and is predominantly at NVQ level 4 and above.</p> <p>In future a range of collaborative business models for FE colleges will emerge, focusing on provision for young people aged 14-19 (with schools), for adult workforce development (with</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>The learning country</i> (WAG, 2001), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>The learning country: vision into</i></p>	<p>There were 4 HEIs and 6 FE providers offering FE specific provision in Wales in 2004/05. No WBL providers did so.</p> <p>HEIs offered little provision specific to management and leadership in an FE context but enrolments on this provision increased by 26.7% in 2004/05.</p>

employers), for HE delivered in FE colleges (with HE) and for tackling social exclusion (with CLD). This will have implications for the FE workforce who will be required to develop effective partnership working skills and business skills.

action (WAG, 2006), *Making the connections: delivering better services in Wales* (WAG, 2004), *Delivering the connections: from vision to action* (WAG, 2005) and *Learning country: learning pathways 14-19* (WAG, 2001) and *Learning pathways 14-19 guidance* (WAG, 2004).

In the 2006 LLUK employers' survey the vast majority of employers were very satisfied with the skills and competences of their management staff. In Wales, 31% of employers reported that management staff lacked transferable skills including communication and Welsh language skills.

In Wales enrolments on FE management related programmes offered within FE declined by nearly 90% from 2003/04 to 2004/05. Generic management training is abundant and may be appropriate.

<p>What does it mean in HE?</p> <p>This skills gap predominantly affects management staff at NVQ level 4 and above but there is also a need to develop the leadership and management skills of all staff who demonstrate potential in this area.</p> <p>Widening participation agenda means that HE staff will need skills to build strong and purposeful collaborations, with further education and with others, to support the best teaching, research management and knowledge transfer.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>Reaching higher: higher education and the learning country</i> (WAG, 2002), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005).</p> <p>In the 2006 LLUK employer survey 33%-41% of Welsh employers reported difficulties recruiting management staff with professional/technical/practical skills.</p> <p>Employers in Wales reported skills gaps for management staff, with one quarter saying that management staff lacked transferable skills, including communication and Welsh language skills.</p> <p>Participants in future scenarios workshops anticipated that ‘over the border’ collaboration with English HEIs will become more difficult as English and Welsh HE policies diverge but there will be increasing need to collaborate with FE colleges.</p>	<p>3 HEIs offered provision specific to the HE constituency in Wales. No other providers did so.</p> <p>In Wales no programmes were identified as offering provision relevant to HE leadership and management.</p>
<p>What does it mean in LAIS?</p> <p>No issues specific to the LAIS constituency were identified.</p>		
<p>What does it mean in WBL?</p> <p>This skills need affects management staff, predominantly at Level 4. Some employers also report recruitment difficulties and internal skills</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>The learning country</i> (WAG,</p>	<p>9 FE and 21 WBL providers offered constituency specific provision in Wales.</p>

gaps for management staff at level 3.

WBL providers commonly work in partnership with public sector and voluntary services. Management staff need partnership working skills.

2001), *Developing the workforce – learning in and for the workplace* (Education and Learning Wales, 2004), *Work based learning improvement plan* (WAG, 2006), *The learning country: vision into action* (WAG, 2006), *Making the connections: delivering better services in Wales* (WAG, 2004) and *Delivering the connections: from vision to action* (WAG, 2005).

In the 2006 LLUK employer survey between 29% and 31% of employers reported difficulty recruiting management staff at level 4. 8%-14% had difficulty recruiting at level 3. Approximately one third said applicants to management positions lacked professional/technical/ practical skills including subject specific knowledge and teaching skills. 13%-18% said applicants lacked transferable skills including communication and Welsh language skills.

Between 28% and 37% said management staff lacked professional/ technical/practical skills including subject specific knowledge and ICT skills. Approximately one quarter of employers said management staff lacked transferable skills including communication and Welsh language skills.

Provision for WBL management and leadership, delivered in FE, rose by 57.6% from 2003/04 to 2004/05.

Analysis of qualifications for WBL managers in FE showed that there were a small number of management qualifications specific to the WBL constituency in 2004/05. The main qualification accessed was Management of Learning and Development at level 4. There were no management qualifications specific to WBL delivered in HEIs in 2004/05.

Employers reported that management staff undertook their CPD through the following sources: In house training 22%-25%, External training provider 15%-18%. HE 8%-12%, FE 5%-8%, Various sources: 27%.

The majority of employers were satisfied or very satisfied with the CPD undertaken by management staff. Between 11% and 15% indicated that they were dissatisfied.

51%-58% of employers said they made a large investment in the education and training of management staff. 32% -37% said they made either a small investment or no investment.

SKILLS PRIORITY – EMPLOYER ENGAGEMENT		
What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
No skills needs specific to the CLD constituency were identified.		
What does it mean in FE?		
<p>This skills need affects all staff and is predominantly at NVQ level 4 and above.</p> <p>Employer engagement is an emergent issue for the FE workforce, with demand for more direct and productive relationships between FE, providers and employers, greater institutional autonomy and the potential for improved ‘business to business’ collaboration. Expanding brokerage services for both small and large employers as part of a package to improve employer engagement are also anticipated.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>The learning country</i> (WAG, 2001), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), and the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005), <i>Youth matters: next steps</i> (DfES, 2006) and <i>Learning pathways 14-19 guidance</i> (WAG, 2004).</p> <p>The 2006 LLUK employer survey showed that the vast majority of employers were very satisfied with the skills and competences of existing management staff. In Wales, 31% of employers said existing management staff lacked transferable skills including communication and Welsh language skills.</p>	<p>There were 4 HEIs and 6 FE providers offering FE specific provision in Wales in 2004/05. No WBL providers did so.</p> <p>In Wales enrolments on FE management related programmes offered within FE declined by nearly 90% from 2003/04 to 2004/05.</p> <p>Employers in Wales reported that their staff undertook their CPD through the following sources:</p> <ul style="list-style-type: none"> • management staff (in house 29%, HE 31%, external training provider 15%, various sources 15%) • academic professionals (in house 46%, HE 23%, various sources 15%) • learning support and technical staff (in house 62%, FE 15%, various sources: 15%) • administrative staff (in house 77%, HE 8%, FE 8%) • manual staff (in house 46%, HE 5%, FE 5%)
What does it mean in HE?		
This skills gap is at NVQ level 4 and predominantly affects management staff. There is also a need to develop the leadership and	Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>Reaching higher: higher</i>	3 HEIs offered provision specific to the HE constituency in Wales. No other providers did so.

<p>management skills of all staff with potential in this area.</p> <p>The demand for closer collaboration between HEIs and employers is an emergent issue for HE. HEIs are expected to undertake a rebalancing of their priorities to make available relevant, flexible and responsive provision that meets the HE skills level needs of employers and their staff.</p> <p>The nature of Welsh industry and business means that Welsh HEIs are increasingly working with a lot of SMEs. Level 4 interaction, research and development are important in dealing with industry.</p> <p>Skills required are business acumen, leadership and management, entrepreneurial and partnership working skills. Specific skills needs in Wales include ability to source funding, writing funding bids, client and project management.</p>	<p><i>education and the learning country</i> (WAG, 2002), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005).</p> <p>In the 2006 LLUK employer survey 33%-41% of Welsh employers reported difficulties in recruiting management staff with professional, technical and practical skills.</p> <p>Employers in Wales also reported internal skills gaps for management staff, with one quarter of employers saying that management staff lacked transferable skills including communication and Welsh language skills.</p>	<p>In Wales no programmes were identified as offering provision relevant to HE leadership and management.</p>
<p>What does it mean in LAIS?</p>		
<p>No issues specific to the LAIS constituency were identified.</p>		
<p>What does it mean in WBL?</p>		
<p>This skills issue predominantly affects management staff and is predominantly at level 4 with some employers reporting recruitment difficulties and internal skills gaps for management staff at level 3.</p> <p>WBL providers emphasise that staff need specific skills in order to respond to employer needs.</p>	<p>Relevant policy literature includes Lord Leitch's Report <i>Prosperity for all in the global economy: world class skills</i> (2006), <i>The learning country</i> (WAG, 2001), <i>Developing the workforce – learning in and for the workplace</i> (Education and Learning Wales, 2004), <i>Work based learning improvement plan</i> (WAG, 2006), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the</i></p>	<p>9 FE and 21 WBL providers offered constituency specific provision in Wales.</p> <p>Provision for WBL management and leadership, delivered in FE, rose by 57.6% from 2003/04 to 2004/05.</p>

	<p><i>connections: from vision to action</i> (WAG, 2005).</p> <p>In the 2006 LLUK employer survey between 29% and 31% of employers reported difficulty recruiting management staff at level 4. 8%-14% had difficulty recruiting at level 3. Approximately one third said applicants to management positions lacked professional/technical/ practical skills including subject specific knowledge and teaching skills. 13%-18% said applicants lacked transferable skills including communication and Welsh language skills.</p> <p>Between 28% and 37% said management staff lacked professional/ technical/practical skills including subject specific knowledge and ICT skills. Approximately one quarter of employers said management staff lacked transferable skills including communication and Welsh language skills.</p>	
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SKILLS PRIORITY – LEARNING DELIVERY (including PEDAGOGY and ILT)

What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue particularly affects professional and support professional staff at level 4 with some employers reporting skills gaps for professional staff at levels 2 and 3.</p> <p>Specific occupations affected by skills shortages include:</p> <ul style="list-style-type: none"> • youth community officer • youth support worker • parent support worker <p>Skills needs include:</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005), <i>Youth matters: next steps</i> (DfES, 2006), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005) and, for ESOL and Basic skills, <i>Words talk: numbers count</i> (WAG, 2005), <i>Skills and employment action plan for Wales</i> (WAG, 2005).</p>	<p>6 HEIs and 11 FE providers offered programmes relevant to CLD in 2003/04 and 2004/05. 10 WBL providers did so.</p> <p>Within HE there is an increasing volume of learners taking youth work-related programmes. The volume of stand-alone programmes has increased. Many programmes are not endorsed by the relevant bodies. None were identified that covered family or parent related activities in Wales</p>

<ul style="list-style-type: none"> • ability to engage with people in a learning context • working with others to identify their needs, aspirations and goals • supporting others who choose to participate in the learning and development opportunities <p>Staff will also need formal qualifications to meeting government targets and improve the status of the workforce.</p>	<p>The 2006 LLUK employer survey showed that half of Welsh employers had difficulty recruiting professional staff. They were most likely (50%) to say applicants to professional roles lacked specialist/professional/technical skills, including specialist CLD skills such as ability to engage with people in a learning context and working with individuals and/or communities to identify needs, aspirations and goals. 46% of employers said applicants for support professional roles lacked specialist professional and technical skills. 14% said applicants to support professional roles lacked transferable skills including the ability to engage and communication skills.</p> <p>53% of employers in Wales expected demand for professional staff to increase over the next 5-10 years. 60% expected demand for support staff to increase.</p>	<p>No provision was identified covering both community and youth work in FE in Wales but the volume of provision relating to youth work alone increased in Wales in 2004/05.</p> <p>WBL provision related exclusively to youth work and could not be identified as contributing to skills priorities.</p>
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What does it mean in FE?		
<p>This skills issue predominantly affects teaching and learning support staff particularly at NVQ level 4. Specific occupations include Lecturers and Tutors .</p> <p>The skills required are pedagogical skills in teaching and supporting learning. This includes:</p> <ul style="list-style-type: none"> • assessing learners' needs • planning and preparing teaching and learning programmes • developing and using a range of teaching and learning techniques • reflective pedagogy <p>There is a specific issue within ESOL/ basic skills where the occupational groups affected are professionals and support staff including literacy, numeracy and ESOL teachers, tutors and trainers.</p> <p>Several reports have identified a general shortage of basic skills teachers, particularly ESOL and numeracy tutors. Many adult tutors have relatively low levels of qualifications.</p> <p>There is a skills gap for staff who can teach through the medium of Welsh. Only 5% of staff in Wales taught in Welsh (or bilingually) in 2004/05.</p> <p>The specific skills needs include:</p> <ul style="list-style-type: none"> • teaching skills • planning learning programmes • assessing learning • language awareness 	<p>Relevant policy literature includes the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>The learning country</i> (WAG, 2001), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005) For ESOL and Basic skills there is <i>Words talk: numbers count</i> (WAG, 2005) and <i>Skills and employment action plan for Wales</i> (WAG, 2005). <i>Learning pathways 14-19 guidance</i> (WAG, 2004) and <i>Prosperity for All in the Global Economy – World Class Skills</i> (Leitch, 2006) outlined targets for adult literacy and numeracy. From 1/7/2002 all teachers staying in FE require an approved qualification.</p> <p>Skills shortages were most commonly reported for professionals, particularly at NVQ level 4.</p> <p>Skills gaps were reported for professionals. Employers surveyed by phone attributed these to the need to keep up with current practice and policy developments, rapid growth of basic skills provision and increasing expectation that teaching and learning staff will have current industrial experience.</p> <p>Stakeholders prioritised development of professional/technical/ practical skills e.g. gaining current industry experience, keeping vocational courses up to date and other teaching skills such as up to date teaching and</p>	<p>There were 4 HEIs and 6 FE providers offering FE specific provision in Wales in 2004/05. No WBL providers did so.</p> <p>In HE teacher training programmes relating to FE shortage subjects were rare with the exception of ESOL and Basic skills provision. It is suggested that professionals should be attracted to FE from the relevant industries and encouraged to take teaching qualifications. Very few programmes were offered for support professionals but the volume nearly doubled in Wales between 2003/04 and 2004/05.</p> <p>Provision in FE for teacher training in shortage subjects is rare with the exception of ESOL and Basic skills. Staff shortages may better be addressed through attracting professionals from industry who may then take teaching qualifications. FE-based provision learner support in ESOL and basic skills grew by 32% in Wales between 2003/04 and 2004/05.</p> <p>No provision for technical support staff was identified in either HE or FE.</p>

	<p>assessment skills that reflect current industry practice.</p> <p>Participants in future scenarios workshops anticipated a need to develop adult basic skills delivery and high level subject specialist skills.</p>	
What does it mean in HE?		
<p>This skills need affects lecturers, research staff, and other academic and teaching professionals and is at NVQ level 4.</p> <p>The skills required are specialist professional and technical skills followed by more general skills including communication skills. There is also a shortage of Welsh speaking staff in medicine, law and business and management.</p> <p>.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>Reaching higher: higher education and the learning country</i> (WAG, 2002), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005).</p> <p>Employers identified skills gaps predominantly among professional, administrative and associate professional and technical staff.</p> <p>Stakeholders prioritised development of professional competence and wider employability skills. Dealing with the widening participation agenda and with learners with diverse needs were priorities within the professional/ technical/ practical skills category.</p> <p>Participants in future scenarios workshops anticipated growing need for widening participation skills, consultancy and research.</p>	<p>3 HEIs offered provision specific to the HE constituency in Wales. No other providers did so.</p> <p>Within HE there is generic provision for teaching and academic practice but little was identified that had a specific focus on teaching in a particular subject area within HE, with the exception of health and social care. It is suggested that suitably qualified individuals from shortage subjects be attracted from industry or from advanced studies, subject to their having the necessary skills for academia.</p> <p>No provision for technicians at NVQ level 4 was delivered through HE in 2003/04 or 2004/05.</p>
What does it mean in LAIS?		
No specific issue was identified in this constituency.		

What does it mean in WBL?		
<p>This skills need affects teaching and professional staff in specific subjects and is at NVQ level 4. It also affects ESOL and Basic skills teachers, tutors and trainers.</p> <p>The subject skills required are:</p> <ul style="list-style-type: none"> • subject specific skills and knowledge • teaching and training skills <p>And in ESOL/Basic skills the skills required are:</p> <ul style="list-style-type: none"> • teaching skills • planning learning programmes • identifying learning needs • language awareness 	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>The learning country</i> (WAG, 2001), <i>Developing the workforce – learning in and for the workplace</i> (Education and Learning Wales, 2004), <i>Work based learning improvement plan</i> (WAG, 2006), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005). For ESOL and Basic skills there is <i>Words talk: numbers count</i> (WAG, 2005), <i>Skills and employment action plan for Wales</i> (WAG, 2005) and also <i>laith Pawb: a national action plan for a bilingual Wales</i> (WAG, 2003).</p> <p>In the 2006 LLUK employer survey 46% of employers reported difficulties recruiting professional staff with professional/technical/practical skills, including teaching and subject specific knowledge and experience. 35% said applicants for support professional and technical roles lacked professional/technical/practical skills. Some employers reported problems recruiting basic skills staff, particularly those with specialist subject knowledge.</p> <p>Almost two thirds indicated that they expected demand for professional staff to increase over the next 5-10 years. 58% expected demand for support professional and technical staff to increase.</p>	<p>9 FE and 21 WBL providers offered constituency specific provision in Wales.</p> <p>In FE provision for skills related to assessment in WBL is abundant but the number of learners on skills related to assessment provision in Wales has decreased. In 2004/05 a large amount of provision for teaching adult literacy, numeracy and ESOL was being delivered in FE but none was identified that is designed for the delivery of basic skills in a WBL setting.</p> <p>WBL provision that is relevant to the work based learning workforce predominantly consists of Learning and Development awards.</p>

	Stakeholders prioritised development of skills in all three categories including assessment, competence in teaching basic and key skills and gaining current industry experience.	
SKILLS PRIORITY – LEARNER ENGAGEMENT and CUSTOMER CARE		
What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue particularly affects professional and support professional staff at NVQ level 4. It also affects some Welsh employers in the recruitment of professional staff at levels 2 and 3.</p> <p>Specific occupations affected by skills shortages include:</p> <ul style="list-style-type: none"> • youth community officer • youth support worker • parent support worker <p>Skills needs include:</p> <ul style="list-style-type: none"> • ability to engage with people in a learning context • working with others to identify their needs, aspirations and goals • supporting others who choose to participate in the learning and development opportunities 	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005), <i>Youth matters: next steps</i> (DfES, 2006), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005).</p> <p>In the LLUK employer survey CLD employers were most likely to report skills shortages among professionals and support associate professionals. Shortages were most common at NVQ level 4 in recruiting managers and professionals. Employers surveyed by phone identified shortages in wider employability skills (team working and customer services) particularly for professional but also for administrative occupations.</p> <p>Stakeholders prioritised development of transferable and wider employability skills - including leadership, partnership working, interpersonal and outreach skills, skills to promote social inclusion and empower communities.</p>	<p>6 HEIs and 11 FE providers offered programmes relevant to CLD in 2003/04 and 2004/05. 10 WBL providers did so.</p> <p>Within HE there is an increasing volume of learners taking youth work-related programmes. The volume of stand-alone programmes has increased but many programmes are not endorsed by the relevant bodies. No programmes were identified that covered family or parent related activities in Wales.</p> <p>No provision was identified covering both community and youth work in FE in Wales but the volume of provision relating to youth work alone increased in Wales in 2004/05.</p> <p>WBL provision related exclusively to youth work and could not be identified as contributing to skills priorities.</p>

<p>What does it mean in FE?</p> <p>This skills issue affects all staff who have direct contact with learners.</p> <p>Specific occupations include:</p> <ul style="list-style-type: none"> • FE lecturers • tutors • instructors • FE facilitators • learning support assistants • mentors • counsellors <p>The expansion of vocational provision for school pupils will require college teaching staff to develop new teaching skills, and also a better understanding of the increasing numbers of young people they teach.</p> <p>The 2005 Estyn Annual Report identified a skills gap for staff who can teach through the medium of Welsh. Only 5% of staff in Wales taught in Welsh (or bilingually) in 2004/05. The skills required are:</p> <ul style="list-style-type: none"> • identifying learner needs • engaging learners • supporting learners <p>Staff also require more general skills including communication, Welsh language skills, workforce diversity and disability awareness.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>The learning country</i> (WAG, 2001), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005). <i>Learning country: learning pathways 14-19</i> (WAG, 2001). <i>Learning pathways 14-19 guidance</i> (WAG, 2004) and <i>laith Pawb: A National Action Plan for Bilingual Wales</i> (WAG, 2003).</p> <p>In the 2006 LLUK employer survey 39% of Welsh employers said existing learning support and technical staff lacked transferable skills including communication and Welsh language skills. 31% said management staff lacked transferable skills. 23% reported that academic professional staff lacked transferable skills compared to 30% of UK employers as a whole.</p> <p>58% of FE employers in Wales were dissatisfied with the Welsh speaking skills of current staff. A further 8% were very dissatisfied. 70% thought demand for Welsh speakers would grow.</p> <p>Participants in future scenarios workshops anticipated a need to develop skills in customer care.</p>	<p>There were 4 HEIs and 6 FE providers offering FE specific provision in Wales in 2004/05. No WBL providers did so.</p> <p>No provision was identified for technical support staff in either HE or FE.</p> <p>In 2004/05 in Wales there were very few relevant learning programmes offered for teaching support professionals in HEIs but the volume nearly doubled in Wales from 2003/04 to 2004/05. Approximately two thirds were foundation degrees.</p> <p>A small amount of provision in FE was identified as specifically related to supporting learning. In 2004/05. Small numbers of learners were enrolled in FE institutions in Wales (409).</p>
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What does it mean in HE?		
<p>This skills issue affects those in management, academic, support, technical and administrative roles who have direct contact with learners.</p> <p>Widening participation means that staff in HEIs will need enhanced learner engagement skills to meet the needs of an increasingly diverse learner population. There will be a greater emphasis on facilitating and enabling independent learning, with staff required to identify different learning styles and meet the needs of a more diverse student body. Staff will need to be able to support learning in community and employment settings and be involved in collaboration with WBL and CLD providers.</p> <p>It will be important to develop pedagogical skills to ensure that HEIs are not delivering outdated curricula in an outmoded manner; it is suggested that a large number of academics may not be prepared for the changing student population.</p> <p>The skills required are:</p> <ul style="list-style-type: none"> • identifying learner needs • engaging learners • supporting learners <p>Staff also require more general skills including communication and Welsh language skills, workforce diversity and disability awareness.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005) and <i>Iaith Pawb: A National Action Plan for Bilingual Wales</i> (WAG, 2003). In 2002, the Welsh Assembly Government (WAG) published <i>Reaching Higher</i> which identified a 'commitment to addressing those practical barriers preventing people from taking up HE opportunities'.</p> <p>In the 2006 LLUK employer survey employers identified skills gaps predominantly among professional and administrative occupations as well as associate professional and technical occupations. 41% of employers in Wales said existing academic professional staff lacked transferable skills including communication skills. One third said support, technical and administrative staff lacked transferable skills; one quarter believed management staff lacked these skills.</p> <p>Stakeholders prioritised the need to develop professional competence and wider employability skills; dealing with widening participation and learners with diverse needs within the professional/ technical/practical skills category.</p>	<p>3 HEIs offered provision specific to the HE constituency in Wales. No other providers did so.</p> <p>Within HE there is generic provision for teaching and academic practice but little was identified that had a specific focus on teaching in a particular subject area within HE, with the exception of health and social care.</p> <p>No provision for technicians at NVQ level 4 was delivered through HE in 2003/04 or 2004/05.</p> <p>Just under half of HE employers in Wales reported making a large or very large investment in training management, professional, support and technical staff and administrative staff.</p> <p>Just under one fifth said management staff undertook their CPD in HEIs while 50% said management staff undertook CPD through a variety of sources, i.e. not just in HEIs. One third of Welsh HE employers reported that academic professional staff undertook their CPD in HEIs, 17% said they accessed an external training provider and 42% reported that a variety of sources were used.</p> <p>Welsh employers were most likely to report that support and technical staff</p>

		<p>and administrative staff undertook their CPD in-house (42%), followed by HEIs (17%). One third of Welsh employers reported that manual staff undertook their CPD in-house, whilst 17% reported that they accessed an external training provider.</p>
<p>What does it mean in LAIS? This skills gap affects all staff.</p> <p>Specific skills include:</p> <ul style="list-style-type: none"> • customer engagement • supporting adults with basic skills needs • inter-personal skills • communication skills • Welsh language skills • Welsh language skills • marketing and publicity <p>Welsh language skills are also becoming increasingly crucial to library services and other European languages are becoming important as more EU citizens migrate to Wales.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005) and <i>Wales a Better Country</i> (WAG, 2003). Welsh Public Library Standards (WPLS), were outlined in <i>Comprehensive, Efficient and Modern Public Libraries for Wales – Promoting Higher Service Standards 2005-08</i> including an objective that at least 28% of total FTE staff should be formally qualified in librarianship or information services or have completed qualifying examinations. <i>CyMAL Museums, Archives and Libraries Wales Action Plan 2006-2008</i> (WAG, 2006) placed a strong emphasis on development of bilingual services and extending access to new audiences. The subsequent <i>Workforce Development Plan 2006-2008</i> (WAG, 2006) outlined a framework for the delivery of these objectives.</p> <p>In the 2006 LLUK employer survey skills gaps were reported among professionals and managers. Just over a quarter of Welsh employers said paraprofessional staff lacked transferable skills; one fifth said professional staff lacked these skills. 13% of employers in</p>	<p>1 HEI, 1 FE provider and 1 WBL provider offered programmes specific to LAIS in Wales.</p> <p>Provision offered by FE and WBL in Wales was small with little evidence that it addressed constituency specific skills needs.</p> <p>Employers in Wales reported that staff accessed their CPD through a range of sources:</p> <ul style="list-style-type: none"> • management staff (13%-20% in house, 13%-20% external training provider, 20%-40% various sources) • professional staff (73% various sources, 20% external training provider) • paraprofessional staff (27% in house, 7% local authority, 7% FE, 7% external training provider, 47% various sources) • administrative staff (33% in house, 7% local authority, 53% various) <p>One third of employers were dissatisfied with the CPD undertaken by their professional staff and 16% were</p>

	<p>Wales said that professional and administrative staff lacked employability skills. Employers requested a better definition of transferable skills.</p> <p>The vast majority expected demand for communication, language, customer-service and problem solving skills to increase over the next 5-10 years.</p> <p>Stakeholders identified mixed priorities including wider employability skills such as customer services, the ability to support and help people learn and transferable skills e.g. communication.</p> <p>Participants in future scenarios workshops anticipated growing demand for professionals to have customer service skills.</p>	<p>dissatisfied with the CPD undertaken by paraprofessional and administrative staff.</p>
<p>What does it mean in WBL?</p>		
<p>This skills issue affects all staff who have direct contact with learners.</p> <p>Specific occupations include:</p> <ul style="list-style-type: none"> • teachers • tutors • instructors • trainers • assessors • internal verifiers <p>The diversity of prior learning experience in WBL learners means that WBL providers require a great deal of skill to ensure that learners' experiences match their way of learning, their learning goals, their personal development and their career aspirations.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (2006), <i>The learning country</i> (WAG, 2001), <i>Developing the workforce – learning in and for the workplace</i> (Education and Learning Wales, 2004), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005) and <i>laith Pawb: A National Action Plan for Bilingual Wales</i> (WAG, 2003). The <i>Work Based Learning Improvement Plan</i> (ELWA, 2006) indicated that Welsh medium WBL provision was affected by a shortage of skilled/trained teachers, tutors and assessors.</p> <p>In the 2006 LLUK employer survey some</p>	<p>9 FE and 21 WBL providers offered constituency specific provision in Wales.</p> <p>In FE provision for skills related to assessment in WBL is abundant but no provision was identified that is designed to deliver basic skills in a WBL setting. The number of learners on skills related to assessment provision in Wales decreased.</p>

	<p>employers reported difficulty recruiting new staff with appropriate transferable skills; approximately one fifth of employers said applicants to professional and support professional roles lacked these skills. Approximately one third of employers said professional, support and administrative staff lacked transferable skills, including communication and Welsh language skills.</p>	
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SKILLS PRIORITY – RECRUITMENT and RETENTION		
What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
<p>This skills issue particularly affects professional and support professional staff with skills gaps predominantly at NVQ level 4.</p> <p>Specific occupations affected by skills shortages include:</p> <ul style="list-style-type: none"> • youth community officer • youth support worker • parent support worker <p>Anecdotal evidence also suggests that there are recruitment problems for community development workers and other workers across the CLD constituency.</p> <p>There is a range of key skills needs for the CLD workforce:</p> <ul style="list-style-type: none"> • the ability to engage with people in a learning context • working with others to identify their needs, aspirations and goals • supporting others who choose to participate in learning and development opportunities 	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005), <i>Youth matters: next steps</i> (DfES, 2006), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005) and, for ESOL and basic skills, <i>Words talk: numbers count</i> (WAG, 2005) and <i>Skills and employment action plan for Wales</i> (WAG, 2005).</p> <p>In the 2006 LLUK employer survey CLD employers were most likely to report skills shortages among professionals and support associate professionals. Shortages were most common at NVQ level 4 when recruiting managers and professionals. Half of Welsh employers reported difficulties in attracting suitable professional staff to fill vacancies. Employers in Wales were most likely to report that applicants to professional roles lacked</p>	<p>6 HEIs and 11 FE providers offered programmes relevant to CLD in 2003/04 and 2004/05. 10 WBL providers did so.</p> <p>Within HE there was very little identifiable provision for development of CLD leadership and management in 2003/04 and 2004/05 though it is possible that programmes can provide suitable management knowledge and skills. Generic management training in HE is abundant. There is an increasing volume of learners taking youth work-related programmes. The volume of stand-alone programmes has increased but many programmes are not endorsed by the relevant bodies. No programmes were identified that covered family or parent related activities in Wales</p> <p>No provision was identified covering both community and youth work in FE in Wales but the volume of provision relating to</p>

<p>Employers also emphasise the importance of formal qualifications in meeting government targets and improving the status of the workforce.</p> <p>There is a range of constraints in recruiting staff into the CLD constituency, including the high proportion of positions that are part time, relatively low pay compared with other sectors, lack of clearly specified training routes in some occupations and limited resources available for training in some organisations. Quality CPD for part-time and sessional staff is an issue.</p> <p>Succession planning for the aging workforce is important. Limited resources in the voluntary sector mean there may only be support for one CLD person, leading to collapse of the service if that person leaves.</p>	<p>specialist professional and technical skills (50%), including specialist CLD skills such as ability to engage with people in a learning context and working with individuals and/or communities to identify needs, aspirations and goals. 46% of employers said applicants for support professional roles lacked specialist/professional/technical skills with 14% saying applicants to these roles lacked transferable skills including ability to engage and communication skills.</p> <p>53% of employers in Wales expected demand for professional staff to increase over the next 5-10 years. 60% expected demand for support staff to increase.</p> <p>Participants in future scenarios workshops anticipated a need to ensure that employers train staff, particularly in small organisations. Growth in involvement of volunteers will create a demand for recognition of experience and qualifications acquired in other roles. The move towards bilingualism could act as a barrier to recruitment.</p>	<p>youth work alone increased in Wales in 2004/05.</p> <p>WBL provision related exclusively to youth work and could not be identified as contributing to skills priorities.</p> <p>Analysis of learners enrolled on CLD provision in 2004/05 shows that half of provision was delivered in HEIs, with approximately 40% of provision delivered in FE and the remaining 10% delivered by WBL providers.</p>
<p>What does it mean in FE?</p>		
<p>This skills issue affects lecturing staff at NVQ level 4 and above and learning support and technical staff.</p> <p>Specific occupations include:</p> <ul style="list-style-type: none"> • lecturers • demonstrators • instructors • information technology technicians • laboratory technicians • language assistants 	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>The learning country</i> (WAG, 2001), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to</i></p>	<p>There were 4 HEIs and 6 FE providers offering FE specific provision in Wales in 2004/05. No WBL providers did so.</p> <p>HEIs offered little provision specific to management and leadership in an FE context but enrolments on this provision increased by 26.7% in 2004/05.</p> <p>In Wales enrolments on FE management related programmes offered within FE</p>

<ul style="list-style-type: none"> • open learning workshop staff • studio technicians • trainers • workshop technicians <p>For lecturing staff specific skills required include:</p> <ul style="list-style-type: none"> • subject specific knowledge and experience • teaching and pedagogical skills <p>A particularly relevant issue in Wales is the skills shortage in relation to provision of education and training in the Welsh medium.</p> <p>Increased reliance on part-time staff across colleges points to instability in the staffing base of FE Institutions in Wales as there is a higher turnover of part-time staff than of full-time staff.</p> <p>In future demographic changes including the ageing of the labour force will have an impact on recruitment across the FE workforce.</p>	<p><i>action</i> (WAG, 2005), <i>Skills and employment action plan for Wales</i> (WAG, 2005) and <i>Learning pathways 14-19 guidance</i> (WAG, 2004). For ESOL and Basic skills there is <i>Words talk: numbers count</i> (WAG, 2005) and <i>Iaith Pawb: a national action plan for a bilingual Wales</i> (WAG, 2003).</p> <p>Skills shortages were most commonly reported for professionals and particularly at NVQ level 4 in recruiting both professionals and managers. 59% of Welsh employers reported difficulties recruiting academic professionals at level 4 and above.</p> <p>In the 2006 LLUK employer survey 18% of Welsh employers reported problems recruiting learning support and technical staff with professional/technical/practical skills, including teaching skills and subject specific knowledge. The same proportion said applicants for these posts lacked transferable skills including communication and Welsh language skills.</p> <p>Applicants to professional roles were most likely to lack specialist professional/technical/practical skills; 41% of Welsh employers reported these shortages, including subject specific skills and knowledge as well as teaching and pedagogical skills.</p> <p>77% of employers in Wales expected demand for learning support and technical staff to increase in the next 5-10 years. 62% expected demand for academic professionals to increase over the next 5-10 years.</p>	<p>declined by nearly 90% from 2003/04 to 2004/05. Generic management training is abundant and may be appropriate.</p> <p>In FE and HE provision for teacher training in shortage subjects is rare with the exception of ESOL and Basic skills. Staff shortages may better be addressed through attracting professionals from industry who may then take teaching qualifications. FE-based provision for learner support in ESOL and Basic skills grew by 32% in Wales between 2003/04 and 2004/05.</p> <p>No provision for technical support staff was identified in either FE or HE providers.</p> <p>In 2004/05 in Wales there were very few relevant learning programmes offered for teaching support professionals in HEIs but the volume nearly doubled in Wales from 2003/04 to 2004/05. Approximately two thirds were foundation degrees.</p> <p>A small amount of provision in FE was identified as specifically related to supporting learning. In 2004/05. Small numbers of learners were enrolled in FE institutions in Wales (409).</p>
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	<p>In Wales employers were more likely to report shortages among manual staff at NVQ level 3 (compared to level 2 in the remainder of the UK).</p> <p>Participants in future scenarios workshops thought priorities within FE will be determined by skills needs in other employment sectors. The move towards bilingualism could act as a barrier to recruitment.</p>	
<p>What does it mean in HE?</p>		
<p>This skills needs is at NVQ level 4 and affects lecturers, research staff, other academic and teaching professionals and those employed as technicians and in technical support roles.</p> <p>There is a lack of skilled staff in specific subject areas in HE, including:</p> <ul style="list-style-type: none"> • business and management • IT • economics • electronics • law • medicine • teacher education (FE and HE) <p>Many of these occupations are in strong demand in the private and broader public sector. The market for skilled academic staff is becoming increasingly internationalised and HEIs face strong competition from institutions abroad.</p> <p>The number of academic staff recruited to HEIs in the UK could rise by up to 25% between 2004 and 2011 with the largest growth predicted in medicine, biological sciences, engineering and</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>Reaching higher: higher education and the learning country</i> (WAG, 2002), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i> (WAG, 2003), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004), <i>Delivering the connections: from vision to action</i> (WAG, 2005) and <i>Iaith Pawb: a national action plan for a bilingual Wales</i> (WAG, 2003).</p> <p>In the 2006 LLUK employer survey 92% of Welsh employers reported that they were very satisfied or satisfied with the quality of new academic professional recruits. Consultation highlighted shortages of Welsh speaking staff in medicine, law and business and management.</p> <p>Employers in Wales reported more skills shortages among support/ associate professionals at NVQ level 4 than at NVQ level 3.</p> <p>In Wales one third of Welsh employers said support and technical staff lacked</p>	<p>3 HEIs offered provision specific to the HE constituency in Wales. No other providers did so.</p> <p>In Wales no programmes were identified as offering provision relevant to HE leadership and management.</p> <p>Within HE there is generic provision for teaching and academic practice but little was identified that had a specific focus on teaching in a particular subject area within HE, with the exception of health and social care. It is suggested that suitably qualified individuals from shortage subjects be attracted from industry or from advanced studies, subject to their having the necessary skills for academia.</p> <p>There is currently no specialist qualification for technicians working in the Higher Education sector. Technicians possess a range of qualification backgrounds in specific subject areas. Consultation suggests that a specialist</p>

<p>social policy. There may be future skills shortages in teacher education in Wales if the number of institutions offering it is reduced from 7 to 3.</p> <p>The skills required for academic and teaching staff are specialist/ professional/technical skills followed by more general skills including communication.</p> <p>Technical support occupations affected include:</p> <ul style="list-style-type: none"> laboratory technicians engineering technicians IT technicians medical technicians building technicians <p>The main skills needs for technical support and technical staff are specialist technical skills and practical skills including IT skills followed by general skills including communication, project management, teaching and coaching skills.</p> <p>HEI technicians in the UK need generic training in coaching others, managing projects, time management, teaching or demonstrating skills and staff/team management. Technicians have expressed interest in undertaking a nationally recognised qualification for all technical staff.</p> <p>Welsh speaking staff are also needed in areas such as IT, to produce Welsh medium websites or at the Admissions Service (UCAS).</p>	<p>professional/technical and practical skills. The same proportion indicated that support and technical staff lacked transferable skills.</p> <p>Participants in future scenarios workshops anticipated greater demand for professionals, support/associate professionals, technical and manual staff and a decline in demand for senior and middle managers and administrative staff. All will require skills at NVQ level 4 except manual staff who will need skills at NVQ level 3. The move towards bilingualism could act as a barrier to recruitment.</p>	<p>technical qualification may not be viable as a wide range of technical support is required in HE.</p> <p>There is no standard recruitment or developmental path into highly skilled technical roles. Staff may advance through university technical grades; some are recruited from outside the sector and others may switch from academic into technical support roles; though consultation suggests that the move from academic to technical support roles is uncommon.</p> <p>Despite staff shortages learners enrolled on HE courses were very satisfied with the quality of provision, with an overall satisfaction rating of 4 out of 5. Learners were most satisfied with the quality of teaching, followed by learning resources, the level of support provided to learners and organisation and management. HE learners were least satisfied with the assessment and feedback on their course, though the overall rating was still high.</p>
<p>What does it mean in LAIS?</p>		
<p>This skills gap particularly affects professional and paraprofessionals but also affects</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i></p>	<p>1 HEI, 1 FE and 1 WBL provider offered programmes specific to LAIS in Wales.</p>

management staff and is predominantly at NVQ level 4 and above.

Specific occupations include:

- librarians
- archivists
- information officers
- archive and libraries conservators
- records managers
- archives assistants
- library assistants
- information assistants

The skills required are those which are traditionally associated with libraries, archives, records, knowledge and information management and including the updated (electronic) versions of these skills which are necessary to cope with new media and information formats.

Specific skills include:

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

Conservation, preservation and knowledge management are key skills areas, the latter especially in relation to business and dealing with new legislation.

(Leitch, 2006), *CyMAL: museums archives and libraries Wales: action plan April 2006-March 2008* (WAG, 2006), *Making the connections: delivering better services in Wales* (WAG, 2004), *Delivering the connections: from vision to action* (WAG, 2005), *Iaith Pawb: a national action plan for a bilingual Wales* (WAG, 2003) and *Wales a Better Country* (WAG, 2003). Welsh Public Library Standards (WPLS) have been outlined in *Comprehensive, Efficient and Modern Public Libraries for Wales – Promoting Higher Service Standards 2005-08* including an objective that at least 28% of total FTE staff should be formally qualified in librarianship or information services or have completed qualifying examinations.

In the 2006 LLUK employer survey respondents reported skills shortages predominantly among professionals and at NVQ level 4 when recruiting both managers and professionals. There were also particular shortages at level 2 when recruiting manual staff. Employers surveyed by phone reported particular shortages in relation to ICT skills. Employers identified a demand for professional/technical/practical skills for professionals such as records management and librarianship.

Almost half of employers in Wales said applicants to professional roles lacked specialist/technical/professional skills; 37% said paraprofessionals lacked them.

A 2003 isNTO report of future skills needs in the LAIS constituency found that fewer than half of employers felt existing staff had the technical

The University of Wales, Aberystwyth offers very high volumes of relevant provision in proportion to the population, with increasing enrolments from 2003/04 to 2004/05. This is predominantly at postgraduate level, suggesting that programmes are designed with management staff in mind. A level 4 foundation qualification is being developed in Wales.

Provision offered by FE and WBL in Wales was small with little evidence that it addressed constituency specific skills needs. The number of enrollees on LAIS course in FE dropped by one third during 2003/04 and 2004/05.

The majority of provision in Wales was CILIP accredited (84%), with a further 14% of provision SoA accredited.

Analysis of the financial support and awards received by students enrolled on LAIS provision in HEIs found that more than half of students in England, Scotland and Wales in 2004/05 received no financial support.

More than one quarter of Welsh employers reported that paraprofessional staff undertook their further education and training in house, with 47% indicating that a variety of sources are used.

<p>The Welsh library workforce is a rapidly aging group and succession planning is a priority. The libraries labour market in Wales is fairly small and static with individuals staying in their jobs for long periods of time.</p> <p>Barriers to attracting skilled professionals include a perception of low pay, anti-social working hours and relatively poor career opportunities in public libraries. Some feedback from the Stage 3 consultation suggested that the need for Welsh language skills may be discouraging some people from applying for positions in Wales.</p>	<p>skills required to meet future skills needs. Participants were most likely to say technical skills gaps should be addressed by training existing staff and not by recruiting new staff.</p> <p>Participants in future scenarios workshops anticipated greater demand for professionals, support/associate professionals and senior managers and falling demand for middle managers, administrative and manual staff. Professionals will need skills in customer service, knowledge management and ICT systems alongside traditional professional skills. The move towards bilingualism could act as a barrier to recruitment.</p>	<p>The vast majority of Welsh employers indicated that professional staff undertook their CPD through a variety of sources (73%), with 20% indicating that they accessed an external training provider.</p> <p>More than half of Welsh employers reported making a large or very large investment in the education and training of their professional and paraprofessional staff. 36% said they made either a small or no investment in the education and training of professional and paraprofessional staff.</p> <p>33% of employers in Wales were dissatisfied with professional development activities undertaken by their professional staff; 27% were dissatisfied with the CPD undertaken by paraprofessional staff.</p> <p>Qualification opportunities for paraprofessional staff are currently limited to the libraries career pathway and are essentially work-based vocational qualifications.</p>
<p>What does it mean in WBL?</p> <p>The skills needs are predominantly for skilled staff in specific subject areas at level 4.</p> <p>Subject areas affected by skills shortages include:</p> <ul style="list-style-type: none"> • engineering • science • technical 	<p>Relevant policy literature includes <i>The learning country</i> (WAG, 2001), <i>Developing the workforce – learning in and for the workplace</i> (Education and Learning Wales, 2004), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005),</p>	<p>9 FE and 21 WBL providers offered constituency specific provision in Wales. HEIs in Wales delivered a small amount of provision for ESOL and Basic skills in WBL.</p> <p>In FE provision for skills related to assessment in WBL is abundant but the</p>

<ul style="list-style-type: none"> • construction (plumbing, joinery, carpentry) <p>Occupations affected include teachers, tutors, instructors, trainers, assessors and internal verifiers.</p> <p>Skills needs include</p> <ul style="list-style-type: none"> • subject specific skills and knowledge • teaching and training skills <p>Subject specific recruitment difficulties are exacerbated by an overall rise in demand for the WBL workforce, reflecting the enhanced role of WBL in delivering key priorities within the lifelong learning sector.</p> <p>An increased emphasis is being placed on individual providers developing specialist skills. This has implications for the WBL workforce in terms of capacity and the ability to recruit appropriately qualified staff.</p> <p>There are also skills shortages and gaps in ESOL and Basic skills in literacy, numeracy and ESOL.</p> <p>Occupations affected are literacy, numeracy and ESOL teachers, trainers and tutors.</p> <p>The specific skills for teaching literacy, numeracy and ESOL include:</p> <ul style="list-style-type: none"> • teaching skills • planning learning programmes • identifying learning needs • language awareness 	<p><i>Skills and employment action plan for Wales</i> (WAG, 2005) and <i>laith Pawb: a national action plan for a bilingual Wales</i> (WAG, 2003). <i>Prosperity for All in the Global Economy – World Class Skills</i> (Leitch, 2006) and <i>Words Talk – Numbers Count</i> (WAG, 2003) emphasised the need to improve basic skills attainment for adults and young people. The <i>Work Based Learning Improvement Plan</i> (ELWA, 2006) aimed to increase the profile and take-up of WBL courses in Wales.</p> <p>In the 2006 LLUK employer survey NVQ level 4 skills shortages were most prevalent among managers. 46% of employers reported difficulty recruiting professional staff with professional/technical/practical skills, including teaching and subject specific knowledge and experience. 35% said applicants for support professional and technical roles lacked professional/technical/practical skills. Problems recruiting basic skills staff, particularly those with specialist subject skills, were identified.</p> <p>Almost two thirds of employers expected demand for professional staff to increase over the next 5-10 years. 58% expected greater need for support professional and technical staff.</p> <p>Employers identified future demand for professionals to have professional/technical/practical skills such as occupational competence for WBL trainers and assessors.</p> <p>Participants in future scenarios workshops anticipated increasing demand for middle</p>	<p>number of learners on skills related to assessment provision in Wales has decreased. In 2004/05 a large amount of provision for teaching adult literacy, numeracy and ESOL was being delivered in FE but none was identified that is designed for the delivery of basic skills in a WBL setting.</p> <p>WBL provision that is relevant to the work based learning workforce predominantly consists of Learning and Development awards.</p>
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<p>Studies have highlighted a number of key recruitment constraints in the WBL sector, including low salaries compared to FE (particularly in recruiting Basic skills staff), relatively poor image and perceived lack of career progression.</p>	<p>managers and professionals. Demand for administrative and manual staff will decline and these groups will need higher level skills. The move towards bilingualism could act as a barrier to recruitment.</p>	
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SKILLS PRIORITY – ICT		
What does it mean in CLD?	Stage 1 evidence – skills (including policy drivers of the skills)	Stage 2 evidence - training
<p>Employers surveyed by phone identified ICT skills shortages in the CLD constituency.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the National Audit Office report <i>Working with the third sector</i> (Bourn, 2005), <i>Youth matters: next steps</i> (DfES, 2006), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005) and, for ESOL and basic skills, <i>Words talk: numbers count</i> (WAG, 2005) and <i>Skills and employment action plan for Wales</i> (WAG, 2005).</p>	<p>6 HEIs and 11 FE providers offered programmes relevant to CLD in 2003/04 and 2004/05. 10 WBL providers did so.</p> <p>In HE throughout the UK, 2 programmes were identified as relating to ICT within a CLD context, both with a family learning element. Enrolments were minimal.</p> <p>No instances of FE provision for ICT in a CLD context were found. Generic ICT provision is plentiful and may be suitable.</p> <p>WBL provision related exclusively to youth work and could not be identified as contributing to skills priorities.</p>
<p>What does it mean in FE?</p> <p>No skills needs specific to the FE constituency were identified but participants in future scenarios workshops anticipated a growing need for e-learning and ICT skills.</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), the <i>Lisbon Strategy for jobs and growth: UK national reform programme</i> (HM Treasury, 2005), <i>The learning country</i> (WAG, 2001), <i>Wales: a better country: the strategic agenda of the Welsh Assembly Government</i></p>	<p>There were 4 HEIs and 6 FE providers offering FE specific provision in Wales in 2004/05. No WBL providers did so.</p> <p>No ICT specific provision was identified for this constituency.</p>

	(WAG, 2003), <i>The learning country: vision into action</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005) and <i>Learning pathways 14-19 guidance</i> (WAG, 2004).	
What does it mean in HE?		
No issues specific to HE were identified.		
What does it mean in LAIS?		
<p>This skills gap affects all management, professional, paraprofessional and administrative staff.</p> <p>The LAIS constituency is in the process of extending its traditional role in society as a lending and information service providers, and is already utilising the benefits of ICT in general with high levels of ICT hardware use and training provided to staff, along with internet training. In a constituency now heavily dependent on ICT, LAIS staff continue to require skills updating in order to keep pace with technological change.</p> <p>Welsh Public Library Standard 28 demands free basic support in core ICT services by March 2008. Library authorities should provide information literacy sessions for users. WPLS 29 says that library authorities should offer a variety of virtual and interactive facilities to the public by March 2008 including access to online community information services and online Welsh library catalogues and e-government services and e-learner support services.</p> <p>Employers and stakeholders identified the following specific skills needs:</p>	<p>Relevant policy literature includes <i>Prosperity for all in the global economy: world class skills</i> (Leitch, 2006), <i>CyMAL: museums archives and libraries Wales: action plan April 2006-March 2008</i> (WAG, 2006), <i>Making the connections: delivering better services in Wales</i> (WAG, 2004) and <i>Delivering the connections: from vision to action</i> (WAG, 2005), and <i>Wales a Better Country</i> (WAG, 2003). Welsh Public Library Standards (WPLS) are outlined in <i>Comprehensive, Efficient and Modern Public Libraries for Wales – Promoting Higher Service Standards 2005-08</i>, including an objective that at least 28% of FTE staff should be formally qualified in librarianship or information services or have completed qualifying examinations.</p> <p>In the 2006 LLUK employer survey employers reported skills shortages predominantly among professionals and at NVQ level 4 in recruiting both managers and professionals. There were also particular shortages at level 2 when recruiting manual staff. Employers surveyed by phone reported particular shortages in relation to ICT skills.</p> <p>A 2003 isNTO report <i>Skills Foresight into the</i></p>	<p>1 HEI, 1 FE and 1 WBL provider offered programmes specific to LAIS in Wales.</p> <p>Provision offered by FE and WBL in Wales was small with little evidence that it addressed constituency specific skills needs.</p> <p>The majority of employers in Wales reported that professional staff undertook their CPD through a variety of sources (73%), while 20% reported that they accessed an external training provider. On quarter of Welsh employers reported that their paraprofessional staff undertook their CPD in house while 47% reported that a variety of sources were used.</p> <p>More than half of Welsh employers reported that they made a large or very large investment in the education and training of professional and paraprofessional staff (57%). Slightly over one third of Welsh employers reported that they made either a small investment or no investment in the education and training of professional and</p>

<ul style="list-style-type: none"> • digitisation • management of metadata • database building • developing e-libraries and collections • basic ICT user skills • advanced ICT user • ICT systems development • web management and web content • support of general users of basic ICT • E-learning 	<p><i>Information Services Sector</i> found that two fifths of employers felt current staff had the ICT skills necessary to meet the future needs. Extensive ICT training was undertaken within organisations. Future training needs were identified as keeping staff abreast of changing technology and upskilling in response to more sophisticated demands from customers. 28% of employers said ICT skills gaps should be met by training existing staff, 18% wanted to recruit new staff, 17% recommending outsourcing.</p>	<p>paraprofessional staff.</p> <p>One third of Welsh employers were dissatisfied with the CPD activities undertaken by their professional staff. 26% were dissatisfied with the paraprofessionals' CPD activities.</p>
	<p>Stakeholders identified mixed priorities including professional/technical/ practical skills such as building databases, digitisation and digital content creation.</p> <p>Participants in future scenarios workshops anticipated a growing demand for professionals to have knowledge management and ICT skills.</p>	<p>The level of ICT training is likely to vary according to particular needs and the complexity required. One major employer is aiming for staff at all levels to have the European Computer Driving Licence (ECDL) as a basic qualification (when recruiting or through training).</p> <p>In Wales ICT library qualifications, on the next levels up from ECDL are being piloted from September 2007. The qualifications involved are the Diploma and Advanced Diploma in Applications of ICT in Libraries. There is a possibility of some modules being extended to archivists in the future.</p>
<p>What does it mean in WBL?</p>		
<p>No issues specific to HE were identified.</p>		

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

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