

Sector Summary Report Lifelong Learning

Sector Definition

Lifelong Learning UK is the Sector Skills Council responsible for the professional development of all those working in community learning and development; further education; higher education; libraries, archives and information services; and work-based learning.

The Lifelong Learning sector is covered by the footprint of Lifelong Learning UK, the sector skills council for the sector. (www.lifelonglearning.org)

		Lifelong Learning
		FE, HE, library and information services, community and work based learning
EMPLOYERS		
Number of establishments		900
Share of all establishments		1.6%
EMPLOYMENT		
Number of employee jobs		42,400
Share of all employee jobs		4.2%
QUALIFICATION LEVELS (INDICATIVE)		
Employees whose highest qualifications are at:		
	Level 4 and above	58.8%
	Level 3	14.4%
	Level 2	14.1%
	Below Level 2	12.7%
	No qualifications	0%
Proportion of employees without qualifications at Level 2		12.7%
PROJECTED EMPLOYMENT CHANGE		
Projected employment change 2007-2017		1.1%

(Sector Skills Needs in the NE: Summary Matrix (modified 13 October 2008))

Workforce Strategy for the further education (FE) sector in England 2007 – 2012

The following four priorities identify the challenges faced by the sector and the key aims and outcomes that will make a difference:

Priority 1: understanding the nature of the workforce

Priority 2: attracting and recruiting the best people

Priority 3: retaining and developing the modern, professionalised workforce

Priority 4: ensuring equality and diversity is at the heart of strategy, policy-making, planning and training

Future Skills Key Demand Side Issues for 2009/10

- The FE System will have to ensure that they have the appropriate resources in place to meet the requirements of the changes to qualifications/standards introduced in September 2007. The government is committed to having a fully qualified workforce by 2010. This means by September 2010 all new staff employed as teachers by LSC' funded providers are obliged to:
 - Register with the Institute for Learning (IFL)
 - Gain the appropriate qualification or have their equivalent professional experience officially recognised through a process known as the

general professional Recognition Learning and Skills (GPRLS) scheme via Standards Verification UK (SVUK) part of Lifelong Learning UK (LLUK) group

- Gain the appropriate professional status to become licensed to practise (Qualified Teacher Learning and Skills status or Associate Teacher Learning and Skills status)
 - Undertake at least 30 hours of CPD per year for full time teachers, and a pro rata equivalent of at least 6 hours for part-time teachers, and keep a record of the CPD activities they have undertaken to maintain their status with the IFL
2. Future recruitment into the sector should be drawn from as wide a pool as possible, so that learners, communities and employers benefit from the wider range of expertise and knowledge.
 3. An increase in recruitment is required into the sector to achieve the ambitious skills targets set at national level through the PSA and those at a regional and local level in Regional Economic Strategies or Local Area Agreements.

Sector Qualification Strategies (SQS) and Vocational Qualification Reform (VQR)

All Sector Skills Councils have recently completed their SQS and Action Plans.

Through this process a variety of new and updated qualifications will emerge that are more closely aligned to the needs of employers. It is anticipated that there will be a need for providers to develop capacity and upskill their workforce to deliver new qualifications.

Impact Review

It focuses on reviewing the Sector Skills Agreements (SSAs) of the other 24 SSCs, in order to understand their potential impact on future workforce planning and implications for the lifelong learning sector workforce across the UK. In short, the Impact Review assesses the impact of demand for learning and skills on the lifelong learning workforce

WBL Apprenticeships

The following Approved Apprenticeships frameworks have been identified as providing routes into the Youth and Community workforce

340 Youth Work Apprenticeship

340 Youth Work Advanced Apprenticeship

There is little demand due in part to the lack of awareness of the existence of youth workforce apprenticeships and their administration.

There are no apprenticeships in Learning, Development and Support Services (LDSS) which are the NOS for the Youth Support sector (Connexions, Education Welfare, and Learning Mentors). This seems to be because employers feel that the confidential nature and need for maturity does not make apprenticeships' appropriate.

Recommendations for 09/10

Catalyst Programme

LLUK will work in partnership with employers, learning providers, representative bodies and other FE system organizations' to deliver these programmes within FE colleges, work based and adult and community learning settings.

The Catalyst programme is creating new opportunities for training and skills providers to help shape the lifelong learning workforce of the future. With the support of LLUK's catalyst programme, learning providers will be able to access support that will assist them to successfully recruit, retain and develop talented staff, fill key vacancies and develop employer driven relationships.

Catalyst will be delivered through four key areas of activity outlined in [the 2006 FE White Paper, 'Raising Skills, Improving Life Chances'](#):

- [Make a Difference](#) will encourage high-flying graduate-caliber individuals to pursue a management career in the FE sector
- [Business Talent](#) will help training and skills providers attract talented managers from other sectors and utilise their skills within FE
- [Business Interchange](#) will give FE staff the chance to work more closely with local businesses and update their practical and vocational skills
- [Pass on Your Skills](#) will provide opportunities for skilled specialists to move into teaching roles within FE.

Train to Gain

Consideration should be made to the additional Train to Gain level 2 and 3 qualifications lists.