

Lifelong Learning Sector Intelligence 2008- Sector Overview

Sector Definition

Lifelong Learning UK (LLUK), the Sector Skills Council for lifelong learning define the Lifelong Learning sector footprint as comprising five key constituencies, or sub-sectors. These are:

- Community learning and development (CLD)
- Further education (FE)
- Higher education (HE)
- Libraries, archives and information services (LAIS)
- Work based learning (WBL)

Sector Profile

- Working Futures projections point to a total workforce of about 142,000 within the regional Lifelong Learning sector.
- Employment in the Lifelong Learning sector as a whole is not spread evenly across the West Midlands. In terms of absolute numbers of employees, the highest numbers are evident in Birmingham (21,700), Coventry (12,300) and Staffordshire County (9,700). Birmingham and Coventry have the highest concentrations of such employees, by comparison with the total number of employees in all sectors.
- The sector is characterised by an ageing workforce, this issue is well recognised within the sector and represents a major challenge in terms of the need to attract younger recruits.
- The region is expecting a significant increase in the size of the Black and Minority Ethnic (BME) population, particularly in a number of major conurbations; this underlines the importance of attracting a higher proportion of BME recruits into the sector.
- The Lifelong Learning Sector Review highlights the extent to which the Lifelong Learning workforce in the West Midlands Region is a highly professional workforce, with a high proportion holding qualifications equivalent to NVQ level 4 or above (63%).

Future Employment

- The Lifelong Learning sector is expected to experience continued net growth over the period 2007-2017 of approximately 4%. This is slightly lower than the forecast average for all sectors in the Region of 5%. In absolute terms this implies a net increase in numbers employed in the sector of about 6,000.
- The replacement demand within the Lifelong Learning sector in the Region is expected to be more than 49,000. This implies an overall net requirement of 55,000 staff by 2017.
- The analysis of Working Futures projections indicates that absolute employment growth is likely to be largely driven by an expansion of employment in professional occupations.

Recruitment, Skills and Training Issues

- Vacancies which employers could not fill due to candidates not having the required skills (skills shortage vacancies) fell from 16% of vacancies to 9% in 2007. Both Hard to Fill Vacancies and Skills Shortage Vacancies in the sector are lower than the regional average.
- Skills Gaps – which refer to how employers view the proficiency of their current workforce, have also fallen in the sector, dropping from 19% to 16% (in 2007). In term of employers with any skills gaps, this remains at 2% below the regional average.
- By occupation, skills gaps were above average for the sector among Administrative and clerical staff, managers, and those in professional occupations.
- Not surprisingly, overall commitment to workforce training is somewhat higher amongst establishments in the Lifelong Learning sector in the West Midlands, by comparison with the average for all sectors.

Sector Intelligence 2008

Supply

Lifelong Learning Sector

FE Enrolments by Local office

LSC	2005/06 (FO5)		2006/07 (FO5)		2007/08 (FO4)		% Change 2005/6 to 2007/08	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Birmingham & Solihull	#	1,630	26	1,726	27	1,040	200%	-36%
Black Country	#	1,180	#	918	#	1,114	0%	-6%
Coventry & Warwickshire	#	904	#	715	#	897	17%	-0%
Herefordshire & Worcestershire	202	622	111	436	#	498	-99%	-20%
Shropshire	#	417	#	375	#	393	0%	-6%
Staffordshire	#	1,503	#	1,230	#	1,160	-40%	-23%
WM	228	6,256	144	5,400	44	5,102	-81%	-18%

Note: # less than 10 enrolments

- 19+ enrolments have fallen by 18.5% overall, with Birmingham & Solihull and Staffordshire having the biggest decline in enrolments.
- 16-18 enrolments have fallen by 80.7% overall, with Herefordshire and Worcestershire and Staffordshire experiencing the biggest falls, whilst Birmingham and Solihull has experienced a large increase.
- 63% of all enrolments in the Lifelong Learning Sector are Female.

FE Enrolments by Notional NVQ Level

LSC	2005/06 (FO5)		2006/07 (FO5)		2007/08 (FO4)		% Change 2005/6 to 2007/08	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Entry Level	0	0	0	0	0	0	0%	0%
Level 1	0	0	0	0	0	0	0%	0%
Level 2	12	202	#	133	20	142	67%	-30%
Level 3	210	2,280	119	2,074	22	2,828	-89%	24%
Level 4, 5 or higher	#	3,441	#	2,938	#	2,067	-83%	-40%
Unknown	0	333	12	255	#	65	-	-80%
Total	228	6,256	144	5,400	44	5,102	-81%	-18%

Note: # less than 10 enrolments

- Since 2005/06 there have been no enrolments at Entry Level and Level 1
- 19+ enrolments at Level 2 have traditionally been low in the sector and this has declined again by 29.70% over the last two years.
- 19+ enrolments at Level 3 have increased by nearly a quarter in 2007-08 with Staffordshire having the highest number of enrolments.
- Level 4, 5 and above enrolments for 16-18 and 19+ have declined over the last two years. This is partially due to the development of Foundation Degrees which aid progression in the sector.

WBL Enrolments by Local office

- The number of enrolments onto Apprenticeships for this sector is low, less than 20. The majority of frameworks are in Youth Work and Library and information Services. However through Apprenticeships for Adults there have been starts in Administration, Customer Service, Management and ITQ in Universities and FE.

Train to Gain Enrolments

LSC	2005/06 (P15)		2006/07 (P15)		2007/08 (P12)	
	16-18	19+	16-18	19+	16-18	19+
WM	0	0	0	#	0	24

Note: # less than 10 enrolments

- Train to Gain starts have traditionally been low within the sector, which continues to be a concern.
- With the introduction of the Train to Gain flexibilities and the 'Priority Qualifications identified for full level 2 repeats v2.2 Sept 2008, the following qualifications can be funded as a second Level 2; NVQ Youth Work, NVQ in Information and Library Services and NVQ in Community Development Work. This along with the work of the 'Skills Challenge' should increase take up.

ESF Enrolments by Local office

LSC	2005/06 (P15)		2006/07 (P15)		2007/08 (P12)		% Change 2005/6 to 2007/08	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Birmingham & Solihull	0	56	#	87	0	45	0%	-20%
Black Country	14	65	#	73	#	72	-86%	11%
Coventry & Warwickshire	0	#	0	#	0	17	0%	89%
Herefordshire & Worcestershire	#	200	#	193	#	83	100%	-58%
Shropshire	0	#	0	12	0	47	0%	2250%
Staffordshire	0	0	0	0	0	0	0%	0%
WM	15	332	#	372	#	264	-73%	-20%

Note: # less than 10 enrolments

- Staffordshire is the only sub-region that does not have any ESF enrolments. The other sub-regions should be mindful of the limited lifespan of this funding stream and thus ensure providers can access alternative funding mechanisms.

LLDD Enrolments by Programme for learners who have a disability or learning difficulty

LSC	2005/06		2006/07		2007/08		% Change 2005/6 to 2007/08	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
FE	51	366	36	313	#	329	-88%	-10%
WBL	0	0	#	0	#	#	100%	-
TtG	0	0	0	#	0	#	0%	-
ESF	0	#	0	#	0	#	0%	0%
Total	51	371	41	321	10	338	-80%	-9%

Note: # less than 10 enrolments

- Birmingham and Solihull and the Black Country have the largest proportion of LLDD learners in the region.

Success Rates

- FE Success rates for the region average at 65.20% an increase of 4% over the last two years. The Black Country has had the greatest increase of 13%, with Staffordshire the lowest at 1%.
- Work Based Learning success rates for the region are 60%.

Key Issues and Responses

LLUK has developed a Sector Skills Agreement which has highlighted 10 areas for action, these include;

1. Professionalising all parts of the Lifelong Learning Sector
2. Developing an integrated Professional Development Framework
3. Developing a 'skills for learning professionals' qualifications framework
4. Collaborative working across the sector
5. Supporting Lifelong Learning employers to move towards demand-led funding
6. Developing Sector-wide career pathways
7. Developing a knowledge bank for IAG professionals
8. Recruitment programmes to address specific staff shortages in the Lifelong Learning sector.
9. Developing a UK-wide Leadership and Management strategy
10. Developing the business case and resources to support the use of technology in the sector

Key Issues

The Lifelong Learning Sector will face a range of challenges over the next 5 years. These are highlighted below;

Further Education

- To conform to the newly introduced reforms to the training and qualifications required by teachers, tutors, lecturers etc.
- Learner and employer engagement skills, with a particular focus on Customer Service.
- Industrial/commercial/public service experience ensuring tutors/assessors have up to date knowledge and experience.
- Increase the pool of assessors especially with the Train to Gain – A Plan for Growth

Higher Education

- More staff requiring leadership and management skills
- A shift in the style of teaching and learning to facilitate independent learning to cater for a more diverse student body.
- The need for more student support e.g. mentors/coaching support

Community Learning and Development

- To conform to the newly introduced reforms to the training and qualifications required by teachers, tutors, lecturers etc.
- Staff will need to develop more Leadership and Management skills

Youth Workers

- The move to an honours degree graduate profession for youth workers from 2010.
- Need to ensure that there are suitable qualifications frameworks for those already in or entering the sector

Work Based Learning

- Closer collaborations with FE colleges will be required to meet employer and learner needs
- Skills to deal with a diverse range of learners
- Building the assessor pool to meet the demands of Train to Gain

Libraries, Archives & Information Services

- The need to develop some of the non-traditional skills such as ICT and Customer Service skills
- The need to attract 'young people' and ethnic minorities into the sector
- The growth of information brokerage and interpretation roles as information is more widely accessible through electronic media.