



## **Lifelong Learning UK – AACSLMI (Version 1) MARCH 2010**

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UK, England and English Regions

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### **1. Lifelong Learning UK and the Lifelong Learning Sector**

#### **1.1 Sector information - a brief description of what the sector covers at UK level**

Lifelong Learning UK represents the workforce of five areas across the UK:

- **Community learning and development** – covers staff working in community based settings. Much activity is voluntary and the area comprises seven key areas; community based adult learning; community development; community education; development education; family learning; working with parents and youth work.
- **Further education** – covers staff involved in the delivery, support and management of learning who work in general further education (FE) colleges, tertiary colleges, sixth form colleges, independent specialist colleges, Scotland's FE colleges and post-16 learning in Northern Ireland and Wales.
- **Higher education** – represents all staff involved in the delivery, support and management of learning and research activities in universities, university colleges and colleges of higher education.
- **Libraries, archives and information services** – involves those working in libraries, archives and information services in institutions whose primary purpose is lifelong learning, i.e. public libraries and archives, higher education and further education libraries and archives, and national libraries and archives.
- **Work based learning** – covers staff working for organisations concerned with the delivery of learning and assessment services, which is primarily work based.

## The workforce

Lifelong Learning UK (LLUK) estimates there to be over one million people within the lifelong learning sector workforce. The number of jobs and employees in this sector has been growing steadily in line with additional investment in education and is forecast to continue increasing in size. Just under half a million new employees will be required to sustain the sector between 2008 and 2015.

The main website address for LLUK is [www.lluk.org](http://www.lluk.org)

Specific information for the UK nations can be found using the following weblinks:

England – [www.lluk.org/2780.htm](http://www.lluk.org/2780.htm)

Northern Ireland - [www.lluk.org/2785.htm](http://www.lluk.org/2785.htm)

Scotland - [www.lluk.org/scotland.htm](http://www.lluk.org/scotland.htm)

Wales - [www.lluk.org/2819.htm](http://www.lluk.org/2819.htm)

Cymraeg - [www.lluk.org/welsh/3169.htm](http://www.lluk.org/welsh/3169.htm)

## 2. Community learning and development

### 2.1 A brief description of what the sub-sector covers at UK level

Community learning and development covers staff working in community based settings. Much activity is voluntary and the area comprises seven key areas;

- Community based adult learning
- Community development
- Community education
- Development education
- Family learning
- Working with parents
- Youth work

### 2.2 Information on careers available and new emerging jobs, transferability of skills, career paths and opportunities for progression

Jobs available within community learning and development include:

- **Community development worker** – work within communities to bring about social change and improve the quality of life.
- **Community education officer** – community education roles vary widely, but typically involve an element of outreach work to increase participation in mainly informal educational activities.
- **Youth worker** – youth workers promote the personal, educational and social development of young people, typically aged between 13 and 19 (although there are exceptions) and may also work with young people with learning difficulties up to the age of 25.
- **Youth support worker** – these roles are similar to that of youth workers but at a more junior stage.
- **Youth work manager** – activities will involve the management of youth work programmes and youth workers.

- **Family learning practitioners** – provide and promote learning within a family, or kinship network context by supporting families, or kinship networks.
- **Parenting practitioners** – those whose main focus or core purpose is working with parents and those in a parenting role to deliver education or support to parents, e.g. parenting service co-ordinators, facilitators, midwives, development workers, tutors, or specialists in a particular field such as psychologists, family therapists or counsellors.

### 2.3 Information on pay scales in the sector

Typical pay scales in community learning and development include:

- **Community development worker:** £15,000 - £30,000 depending on experience
- **Community education officers:** £20,000 - £23,000, senior posts up to £30,000
- **Youth worker:** £18,000 - £35,000 (depending on experience)
- **Youth support worker:** £13,000 - £16,000
- **Youth work manager:** £35,000 - £60,000
- **Family and Parenting Practitioners** – figures not known at present for these roles.

### 2.4 Information on entry requirements, application processes (e.g. Apprenticeships)

- **Community development worker** – to become a community development worker, you will need practical experience of working in the community or voluntary sector through:
  - Volunteering in a local community group or charity
  - A background in a related career such as housing, regeneration, social work, youth work or teaching.
  - A common way is to volunteer in local projects, such as community, youth and women's groups or tenant's associations
  - You do not need qualifications to start as a volunteer, as you will receive training on the job or be given the opportunity to take a part-time course in community work. Your experience as a volunteer could then help you move into paid work.
- **Community education officer**
  - You will usually need one of the following depending on the job:
    - A further education teaching qualification and experience
    - A youth and community qualification and experience
    - Paid or voluntary community education or development experience.
  - You may find it useful to have a degree in a subject like:
    - Educational studies
    - Community education
    - Communication studies
    - Youth and community work.

- As you will need to travel locally, you will usually need a driving licence and access to a vehicle.
- **Youth support worker**
  - You can start as a part-time or volunteer youth support worker without any qualifications. You could then take work-based (or college based) qualifications in youth support work, and go on to complete professional training part-time or by distance learning.
- **Youth worker**
  - minimum age ranges are typically 18-21, but can be lower in some circumstances (e.g. for scout leaders).
  - 1-2 year experience (paid or voluntary) is vital for entry to professional training
  - most youth workers in England have a qualification validated by the National Youth Agency
  - from 2010 all new qualifications in youth work are at degree level or higher in England
  - entry without qualification is possible but you must commit to a programme of training.
- Anyone working with children and young people must pass a criminal records bureau (CRB) check and at whatever level you work, you must undertake child protection training.

## 2.5 Qualifications

<b>Role</b>	<b>Training available</b>
Community development worker	<ul style="list-style-type: none"> <li>● NVQs Level 2,3 and 4 in Community Development Work</li> <li>● City and Guilds Higher Professional Diploma in Community Development</li> <li>● NOCN Certificates at levels 1,2 and 3 in Community Development</li> <li>● NOCN Certificates at levels 2 and 3 in Managing Volunteer and Community Organisations</li> <li>● Postgraduate qualifications in Community Development Work</li> <li>● Apprenticeships in Community Development</li> <li>● Foundation degree (<i>under development</i>)</li> </ul>
Community education officer	<ul style="list-style-type: none"> <li>● Postgraduate Certificate in Education (PGCE)</li> <li>● City and Guilds Further Education / Adult Education Teaching qualification</li> <li>● Apprenticeship in Community Development at NVQ Levels 2 and 3</li> </ul> <p>You can develop your career by completing the following:</p> <ul style="list-style-type: none"> <li>● A postgraduate course in community studies or education</li> <li>● A Diploma in teaching in the Lifelong Learning Sector</li> </ul>

Youth support worker	<p>You may be encouraged by your employer to achieve a work-based youth support qualification. Qualifications must be recognised by the Joint Negotiations Committee for Youth and Community Workers (JNC):</p> <ul style="list-style-type: none"> <li>• NVQ levels 2 and 3 in Youth Work</li> <li>• ABC level 2 Certificate and Level 3 Diploma in Youth Work</li> <li>• City and Guilds Level 2 and 3 Certificates in Youth Work</li> <li>• City and Guilds Level 2 and 3 Certificates in Supporting Youth Work</li> <li>• Apprenticeship in Youth Work Levels 2 and 3</li> </ul>
Youth worker	<p>Qualifications must be recognised by the Joint Negotiations Committee (JNC) for Youth and Community Workers. Recognised youth work qualifications include:</p> <ul style="list-style-type: none"> <li>• Dip HE (two years full-time, or equivalent part-time, some are employment based)</li> <li>• Foundation Degree (two years full time, or equivalent part-time, most are employment based)</li> <li>• BA honours Degree (three years full-time, or part-time equivalent)</li> <li>• Postgraduate certificate or MA (one year full time, or part-time equivalent)</li> </ul> <p>From 2010 youth work is a graduate profession in England. It already is in Scotland.</p>

## 2.6 Data on employment and labour market trends and forecasts

The size of the lifelong learning workforce as a whole is estimated to increase from 2008 to 2015, and will require significant amounts of recruitment during this period. It is likely that the community learning and development sector will increase in a similar manner.

As the sector relies on voluntary workers and a high proportion of publically funded positions, the recession is unlikely to impact the estimated demand for the workforce as severely as the private sector. There is anticipated to be an overall decrease on available funding, however, including spending constraints on local government and a decrease in contributions to charities.

### **Size of the workforce**

It is estimated that the size of the community learning and development workforce is as follows:

- 198,575 staff in England
- 27,212 staff in Northern Ireland
- 58,802 staff in Scotland
- 49,452 staff in Wales

## Characteristics of the workforce

There is no single source of information for community learning and development workforce that spans the UK, so general characteristics are not known. For comparison, the characteristics of the workforce in England are:

- **91%** described 'teaching' as their main activity
- **76%** were female
- **22%** were aged 40 years or under
- only **7%** worked full-time, with the most common employment status being seasonal/hourly paid, accounting for **45%**, followed closely by part-time (**40%**)

### 2.7 Skill shortages

Key findings for this sector include:

- Demand for **ethnic minority youth workers** in some areas
- Demand for **male youth workers**
  
- Skills related to **management and leadership**
- **Information and Communication Technology (ICT)** skills
- Other constituency specific skills, including **partnership working, outreach skills** and the **ability to promote social inclusion and empower communities**.
- Demand for **parent training practitioners**
- Some skills shortages have been reported around the **professionals** and **support staff**. Better qualified staff are required for certain roles, including:
  - Community development workers
  - Community education officers
  - Youth worker and youth support workers

### 2.8 Information on opportunities for adults changing career direction

#### **Volunteering**

Volunteering for community or youth work allows you to experience working in these areas without making a final commitment to a career in this area. It will provide you with the skills you need – many organisations provide volunteer placements with inductions; some also cover travel costs.

There are many sources of information on volunteering, such as the National Volunteering Database <http://www.do-it.org.uk>.

To find out more about local volunteering opportunities, you may want to visit your nearest Volunteer Bureau (VB) in England or Wales, or your nearest Volunteer Centre (VC) in Scotland. You can find this using UpMyStreet: <http://www.upmystreet.com>.

Information may also be obtained from the country specific websites of your volunteer bureaux or centres:

**England:** <http://www.volunteering.org.uk>

**Wales:** <http://www.volunteering-wales.net>

**Scotland:** <http://www.volunteerscotland.org.uk/>

**Northern Ireland:** <http://www.volunteernow.co.uk>

### **Funding for training**

Funding is typically provided by employers or the individuals themselves. Bursaries are available from certain organisations; there are also several government initiatives that can be accessed for initial training across the countries of the UK (for instance the Train to Gain programme in England: [www.traintogain.gov.uk](http://www.traintogain.gov.uk)).

### 2.9 Information on points of entry or transfer into a sector from another area sector

There are a variety of routes into community and development learning. For some examples of roles related to this area where there will be similar skills-set used, please see below:

#### Jobs related to **community development:**

- Community arts worker
- Volunteer organiser
- Social worker
- Economic development officer
- Community education co-ordinator
- Further education teacher
- Youth and community worker
  
- Health, sports and arts are common cross over points for community work.

#### Job roles related to **community education:**

- Community development worker
- Further education teacher
- Youth and community worker

#### **Youth work:**

- The average time spent in one post is just over five years, and sideways moves between sectors or into special projects are common.
- Increased opportunities are available in the voluntary sector including project work such as targeting young people at risk of exclusion from schools
- Some workers are involved in the juvenile justice system, providing community based sentencing in liaison with social workers
- Many workers use their experience to move into related jobs including:
  - Careers advisor / personal advisor with Connexions
  - Community education
  - Outdoor education
  - Social work
  - Advice work
  - Training
  - Sport.

## 2.10 Job profiles

[Community development worker](#) – job profile from the prospects website

[Community education officer](#) – job profile from the prospects website

[Youth worker](#) – job profile from the prospects website

## 2.11 Case studies

<a href="#">Community development worker</a> – Prospects website	<ul style="list-style-type: none"><li>• <a href="#">Lisa, community development worker</a></li><li>• <a href="#">Jennie, community development manager</a></li><li>• <a href="#">Rita, community arts worker</a></li></ul>
<a href="#">Community development worker</a> – ask: what if? website	<ul style="list-style-type: none"><li>• <a href="#">Jonathan, community development worker</a></li><li>• <a href="#">Oliver, community development manager</a></li></ul>
<a href="#">Community education officer</a> – Prospects website	<ul style="list-style-type: none"><li>• <a href="#">Hannah, community learning and volunteering manager with a heritage trust</a></li><li>• <a href="#">Jane, community liaison and extended services officer in a specialist technology college</a></li></ul>
<a href="#">Youth work</a> – Prospects website	<ul style="list-style-type: none"><li>• <a href="#">Graham, youth work line manager</a></li><li>• <a href="#">Lisa, senior projects manager with a charitable organization working with young people</a></li></ul>

## 2.12 FAQs

### **What are the skills needed to work in community learning and development?**

#### **Community development**

- Ability to build good relationships and earn people's trust and respect
- A creative approach to problem solving
- A good understanding of social and community issues

#### **Community education**

- Ability to encourage and motivate people
- Ability to help individuals overcome barriers to learning
- Understanding of the education and qualifications system

#### **Youth work**

- Commitment to young people and understanding of the issues affecting their lives
- Excellent communication and listening skills
- Ability to relate to people from all backgrounds



- Patience, tolerance and flexibility
- Enthusiasm and motivation
- Interest or skills in areas that may interest young people, such as sports or the arts

**What career opportunities are there in community learning and development?**

- Youth support workers can advance to youth worker (through undertaking necessary qualifications)
- With experience a youth worker can progress to become team leader or into management

**Where can I get more information on the qualifications required for the sector:**

- Lists of relevant qualifications are available from LLUK Information and Advice Team on 0300 303 1877 / [www.lluk.org/ias.htm](http://www.lluk.org/ias.htm)

2.13 Sources of additional information, web-links etc

**Community development:**

Job vacancies, key websites:

- [LG jobs](http://www.lgjobs.com) [www.lgjobs.com](http://www.lgjobs.com)
- [Guardian jobs](http://www.jobs.guardian.co.uk) [www.jobs.guardian.co.uk](http://www.jobs.guardian.co.uk)
- [Third Sector](http://www.jobs.thirdsector.co.uk) [www.jobs.thirdsector.co.uk](http://www.jobs.thirdsector.co.uk)
- [Regen.net](http://www.regen.net) [www.regen.net](http://www.regen.net)
- [New Start](http://www.newstartmag.co.uk) [www.newstartmag.co.uk](http://www.newstartmag.co.uk)
- [Ethical careers](http://www.ethicalcareers.org) [www.ethicalcareers.org](http://www.ethicalcareers.org)

**Youth work:**

[National Youth Agency](#) – supports those involved in young people's personal and social development and works to enable all young people to fulfil their potential within a just society.

[National Council for Voluntary Youth Services](#) – is a network of over 170 national organisations and regional and local networks that work with and for young people.

Youth work typical employers:

- Local authorities
- Voluntary organisations such as YMCA and Barnardos
- Schools and colleges
- Connexions
- Community and faith groups
- Youth offending teams
- Social services
- National health services

Youth work sources of vacancies:

- [www.prospects.ac.uk](http://www.prospects.ac.uk)
- [www.communitycare.co.uk/jobs](http://www.communitycare.co.uk/jobs)

- <http://jobs.guardian.co.uk/> or Guardian newspaper (Tuesdays and Wednesdays)
- [www.tes.co.uk](http://www.tes.co.uk)
- [The voluntary agencies directory](#)
- [www.jobs4youthwork.co.uk](http://www.jobs4youthwork.co.uk)
- [www.askwhatif.co.uk](http://www.askwhatif.co.uk)

## Parenting Practitioners

[National Academy for Parenting Practitioners](#) – The parenting academy's work focuses on three main areas – research, workforce development and knowledge exchange.

[Parenting UK](#) - a national membership organisation formed in 1995 for those working with parents

## Volunteering

Volunteering for community or youth work allows you to experience working in these areas without making a final commitment to a career in this area. It will provide you with the skills you need – many organisations provide volunteer placements with inductions; some also cover travel costs.

There are many sources of information on volunteering, such as the National Volunteering Database <http://www.do-it.org.uk>.

To find out more about local volunteering opportunities, you may want to visit your nearest Volunteer Bureau (VB) in England or Wales, or your nearest Volunteer Centre (VC) in Scotland. You can find this using UpMyStreet: <http://www.upmystreet.com>.

Information may also be obtained from the country specific websites of your volunteer bureaux or centres:

**England:** <http://www.volunteering.org.uk>

**Wales:** <http://www.volunteering-wales.net>

**Scotland:** <http://www.volunteerscotland.org.uk/>

**Northern Ireland:** <http://www.volunteernow.co.uk>

The [National Council for Voluntary Organisations](#) has several specialist teams who provide information, advice and support to others working in or with the voluntary sector. These teams produce publications, briefing papers and guidance notes; run conferences and seminars; and offer a range of practitioner forums.

### 2.14 Regional Information

#### 2.14.1 East Midlands

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages.

## Size of the workforce

It is estimated that there are **17, 391** people in the community learning and development workforce (including youth workers) in the East Midlands, more than in any other English region.

## Characteristics of the workforce

The Community Learning and Development workforce has some of the following characteristics across **England as a whole**. This will be broadly comparable to this region:

- **91%** described 'teaching' as their main activity
- **76%** were female
- **22%** were aged 40 years or under
- only **7%** worked full-time, with the most common employment status being seasonal/hourly paid, accounting for **45%**, followed closely by part-time (**40%**)

## Skills shortages

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- Demand for **ethnic minority youth workers** in some areas
- Demand for **male youth workers**
- Skills related to **management and leadership**
- **Information and communication technology (ICT)** skills
- Other constituency-specific skills, including **partnership working, outreach skills** and the **ability to promote social inclusion and empower communities**.
- Demand for **parent training practitioners**
- Some skills shortages have been reported around the **professionals** and **support staff**. Better qualified staff are required for certain roles, including:
  - Community development workers
  - Community education officers
  - Youth worker and youth support workers

### 2.14.2 East of England

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

## Size of the workforce

It is estimated that there are **16, 890** people in the community learning and development workforce (including youth workers) in the East of England.

## Characteristics of the workforce

The Community Learning and Development workforce has some of the following characteristics **across England as a whole**. This will be broadly comparable to this region:

- **91%** described 'teaching' as their main activity
- **76%** were female
- **22%** were aged 40 years or under
- only **7%** worked full-time, with the most common employment status being seasonal/hourly paid, accounting for **45%**, followed closely by part-time (**40%**)

## Skills shortages

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- Demand for **ethnic minority youth workers** in some areas
- Demand for **male youth workers**
- Skills related to **management and leadership**
- **Information and communication technology (ICT)** skills
- Other constituency-specific skills, including **partnership working, outreach skills** and the **ability to promote social inclusion and empower communities**.
- Demand for **parent training practitioners**
- Some skills shortages have been reported around the **professionals** and **support staff**. Better qualified staff are required for certain roles, including:
  - Community development workers
  - Community education officers
  - Youth worker and youth support workers

### 2.14.3 London

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages.

## Size of the workforce

It is estimated that there are **33,223** people in the community learning and development workforce (including youth workers) in Greater London.

## Characteristics of the workforce

The Community Learning and Development workforce has some of the following characteristics across **England as a whole**. This will be broadly comparable to this region:

- **91%** described 'teaching' as their main activity
- **76%** were female
- **22%** were aged 40 years or under

- only **7%** worked full-time, with the most common employment status being seasonal/hourly paid, accounting for **45%**, followed closely by part-time (**40%**)

### **Skills shortages**

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- Demand for **ethnic minority youth workers** in some areas
- Demand for **male youth workers**
- Skills related to **management and leadership**
- **Information and communication technology (ICT)** skills
- Other constituency-specific skills, including **partnership working, outreach skills** and the **ability to promote social inclusion and empower communities**.
- Demand for **parent training practitioners**
- Some skills shortages have been reported around the **professionals** and **support staff**. Better qualified staff are required for certain roles, including:
  - Community development workers
  - Community education officers
  - Youth worker and youth support workers

#### 2.14.4 North East

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

### **Size of the workforce**

It is estimated that there are **10,239** people in the community learning and development workforce (including youth workers) in the North East, the fewest of any English region.

### **Characteristics of the workforce**

The Community Learning and Development workforce has some of the following characteristics across **England as a whole**. This will be broadly comparable to this region:

- **91%** described 'teaching' as their main activity
- **76%** were female
- **22%** were aged 40 years or under
- only **7%** worked full-time, with the most common employment status being seasonal/hourly paid, accounting for **45%**, followed closely by part-time (**40%**)

### **Skills shortages**

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- Demand for **ethnic minority youth workers** in some areas

### Demand for **male youth workers**

- Skills related to **management and leadership**
- **Information and communication technology (ICT)** skills
- Other constituency-specific skills, including **partnership working, outreach skills** and the **ability to promote social inclusion and empower communities**.
- Demand for **parent training practitioners**
- Some skills shortages have been reported around the **professionals** and **support staff**. Better qualified staff are required for certain roles, including:
  - Community development workers
  - Community education officers
  - Youth worker and youth support workers

### 2.14.5 North West

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the workforce**

It is estimated that there are **21,499** people in the community learning and development workforce (including youth workers) in the North West.

#### **Characteristics of the workforce**

The Community Learning and Development workforce has some of the following characteristics across **England as a whole**. This will be broadly comparable to this region:

- **91%** described 'teaching' as their main activity
- **76%** were female
- **22%** were aged 40 years or under
- only **7%** worked full-time, with the most common employment status being seasonal/hourly paid, accounting for **45%**, followed closely by part-time (**40%**)

#### **Skills shortages**

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- Demand for **ethnic minority youth workers** in some areas
- Demand for **male youth workers**
- Skills related to **management and leadership**
- **Information and communication technology (ICT)** skills
- Other constituency-specific skills, including **partnership working, outreach skills** and the **ability to promote social inclusion and empower communities**.
- Demand for **parent training practitioners**
- Some skills shortages have been reported around the **professionals** and **support staff**. Better qualified staff are required for certain roles, including:

- Community development workers
- Community education officers
- Youth worker and youth support workers

#### 2.14.6 South East

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the workforce**

It is estimated that there are **35,528** people in the community learning and development workforce (including youth workers) in the South East.

#### **Characteristics of the workforce**

The Community Learning and Development workforce has some of the following characteristics across **England as a whole**. This will be broadly comparable to this region:

- **91%** described 'teaching' as their main activity
- **76%** were female
- **22%** were aged 40 years or under
- only **7%** worked full-time, with the most common employment status being seasonal/hourly paid, accounting for **45%**, followed closely by part-time (**40%**)

#### **Skills shortages**

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- Demand for **ethnic minority youth workers** in some areas
- Demand for **male youth workers**
- Skills related to **management and leadership**
- **Information and communication technology (ICT)** skills
- Other constituency-specific skills, including **partnership working, outreach skills** and the **ability to promote social inclusion and empower communities**.
- Demand for **parent training practitioners**
- Some skills shortages have been reported around the **professionals** and **support staff**. Better qualified staff are required for certain roles, including:
  - Community development workers
  - Community education officers
  - Youth worker and youth support workers

### 2.14.7 South West

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the workforce**

It is estimated that there are **20,081** people in the community learning and development workforce (including youth workers) in the South West.

#### **Characteristics of the workforce**

The Community Learning and Development workforce has some of the following characteristics across **England as a whole**. This will be broadly comparable to this region:

- **91%** described 'teaching' as their main activity
- **76%** were female
- **22%** were aged 40 years or under

only **7%** worked full-time, with the most common employment status being seasonal/hourly paid, accounting for **45%**, followed closely by part-time

#### **Skills shortages**

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- Demand for **ethnic minority youth workers** in some areas
- Demand for **male youth workers**
- Skills related to **management and leadership**
- **Information and communication technology (ICT)** skills
- Other constituency-specific skills, including **partnership working, outreach skills** and the **ability to promote social inclusion and empower communities**.
- Demand for **parent training practitioners**
- Some skills shortages have been reported around the **professionals** and **support staff**. Better qualified staff are required for certain roles, including:
  - Community development workers
  - Community education officers
  - Youth worker and youth support workers

### 2.14.8 West Mids.

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the workforce**

It is estimated that there are **17,914** people in the community learning and development workforce (including youth workers) in the West Midlands.



## Characteristics of the workforce

The Community Learning and Development workforce has some of the following characteristics across **England as a whole**. This will be broadly comparable to this region:

- **91%** described 'teaching' as their main activity
- **76%** were female
- **22%** were aged 40 years or under
- only **7%** worked full-time, with the most common employment status being seasonal/hourly paid, accounting for **45%**, followed closely by part-time (**40%**)

## Skills shortages

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- Demand for **ethnic minority youth workers** in some areas
- Demand for **male youth workers**
- Skills related to **management and leadership**
- **Information and communication technology (ICT)** skills
- Other constituency-specific skills, including **partnership working, outreach skills** and the **ability to promote social inclusion and empower communities**.
- Demand for **parent training practitioners**
- Some skills shortages have been reported around the **professionals** and **support staff**. Better qualified staff are required for certain roles, including:
  - Community development workers
  - Community education officers
  - Youth worker and youth support workers

### 2.14.9 Yorkshire and the Humber

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

## Size of the workforce

It is estimated that there are **25,810** people in the community learning and development workforce (including youth workers) in the Yorkshire and the Humber.

## Characteristics of the workforce

The Community Learning and Development workforce has some of the following characteristics across **England as a whole**. This will be broadly comparable to this region:

- **91%** described 'teaching' as their main activity
- **76%** were female

- **22%** were aged 40 years or under
- only **7%** worked full-time, with the most common employment status being seasonal/hourly paid, accounting for **45%**, followed closely by part-time (**40%**)

### **Skills shortages**

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- Demand for **ethnic minority youth workers** in some areas
- Demand for **male youth workers**
- Skills related to **management and leadership**
- **Information and communication technology (ICT)** skills
- Other constituency-specific skills, including **partnership working, outreach skills** and the **ability to promote social inclusion and empower communities.**
- Demand for **parent training practitioners**
- Some skills shortages have been reported around the **professionals** and **support staff**. Better qualified staff are required for certain roles, including:
  - Community development workers
  - Community education officers
  - Youth worker and youth support workers

#### 2.14.10 Northern Ireland

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

### **Size of the workforce**

It is estimated that there are **27,212** people in the community learning and development workforce (including youth workers) in Northern Ireland.

### **Characteristics of the workforce**

Sector Skills: a skills foresight research report on the paid workforce of the voluntary and community sector in Northern Ireland' suggests that over **72%** of the paid workforce in the voluntary and community sector in Northern Ireland were female, but that men were over-represented at the more senior occupational levels.

There are 23,305 **youth work** staff in Northern Ireland. The characteristics of this workforce are:

- 91% of these are volunteers (37% of whom are male)
- 20% of paid staff work full time
- 53% of full time staff and 44 per cent of part time staff are male Youth workers

## **Skills shortages**

- There is a shortage of woman at senior levels.

### 2.14.11 Scotland

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

#### **Size of the workforce**

It is estimated that there are **58,802** people in the community learning and development workforce (including youth workers) in Scotland.

### 2.14.12 Wales

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

#### **Size of the workforce**

It is estimated that there are **49,452** people in the community learning and development workforce (including youth workers) in Wales.

#### **Characteristics of the workforce**

Based on a survey of principal youth officers employed in the youth service or community education service departments within all 22 local authorities in Wales:

- 119 management and 2,730 delivery staff were employed in local authority youth services in Wales in 2003/04 and, in addition, youth services were staffed by a further 330 volunteers
- 87% of delivery staff were employed part-time

## Further Education

### 3.1 A brief description of what the sub-sector covers at UK level

The further education area covers staff involved in the delivery, support and management of learning who work in general further education (FE) colleges, tertiary colleges, sixth form colleges, independent specialist colleges, Scotland's FE colleges and post-16 learning in Northern Ireland and Wales.

### 3.2 Information on careers available and new emerging jobs, transferability of skills career paths and opportunities for progression

#### **Jobs available include:**

- **Head of department** – this role will entail responsibilities for other staff and administrative functions of a department.
- **Senior lecturer / team leader / curriculum leader** – are recognised for considerable experience of teaching and lecturing, and often have other additional responsibilities.
- **Lecturer / teacher / trainer** – duties are primarily directed at teaching, including class preparation, monitoring and assessing individuals work, planning additional support for students, etc. Teachers in London get an additional allowance.
- **Learning support staff** – undertake a variety of responsibilities that relate to a broad range of learners, subjects and contexts. Some learner support staff specialise in specific areas, such as Skills for Life support.
- **Assessor / internal verifier** – National Vocational Qualification (NVQ) assessors support and assess people working towards NVQs, ensuring that evidence submitted meets the national occupational standards required to achieve the NVQ. Internal verifiers support and work assessors to develop assessment procedures and facilitate good practice.

#### **Key / transferrable skills:**

- Extensive knowledge of your subject and the ability to explain it at a level suitable for your students
- The ability to relate well to students of all ages and abilities
- Enthusiasm and the ability to motivate students
- Creativity to design interesting activities and materials

#### **Opportunities for progression:**

- With experience a **further education lecturer / teacher / trainer** could progress to senior lecturer / team leader / curriculum leader or head of department. There are also opportunities for progression into other functions of a college, such as finance, quality standards, human resources or admissions, although these often require specialist qualifications.
- Senior staff in colleges, such as Principals and Chief Executive Officers, have almost all been teachers prior to this.
- With experience as an **assessor / internal verifier** you may have the opportunity to progress to National Vocational Qualification (NVQ) centre

manager. With relevant qualifications, you could move into further education teaching or training management. Likewise, teachers can become assessors and internal verifiers if they obtain the correct qualifications.

### 3.3 Information on pay scales in the sector

- FE lecturer / teacher / trainer in leadership and management £33,000 - £81,000
- FE lecturer / teacher / trainers £22,000 - £33,000
- FE learning support staff circa. £10,000
- NVQ Assessor / internal verifier £16,000 - £25,000 - There are some exceptions (several earn up to £40,000). Salaries are often paid hourly within a further education setting.

### 3.4 Information on entry requirements, application processes (e.g. Apprenticeships)

To be a **further education lecturer / teacher / trainer** you will need:

- At least a level 3 qualification (for example A level or NVQ level 3) in the subject area you want to teach or extensive vocational experience – for some academic subjects you may need a degree
- To demonstrate basic skills in English and Maths of NVQ level 2 or above
- To complete a teaching qualification which is endorsed by Standards Verification UK (SVUK), although this training may be undertaken in service.
- To be registered with the Institute for Learning (IfL), under government legislation in England. This can be done once in post.

To be an **NVQ assessor** you will need:

- Occupational competence in the sector you will be assessing
- Access to a class of learners to assess
- An assessment qualification – usually the level 3 award in Assessing Candidates using a Range of Methods
- A qualification in your chosen area is usually required, especially NVQs at level 3 or above

To be an **Internal verifier** you will need:

- Occupational competence in the sector you will be assessing
- An assessment qualification – usually the level 3 award in Assessing Candidates using a Range of Methods
- A qualification in your chosen area is usually required, such as NVQs at level 3 or above
- A Level 4 award in Conducting Internal Quality Assurance of the Assessment Process (V1)

### 3.5 Qualifications

Role	Training available
<b>Further education lecturer / teacher / trainer</b>	<ul style="list-style-type: none"> <li>• <b>The Award in Preparing to Teach in the Lifelong Learning Sector</b> – short introductory course for the beginning of a teaching career</li> <li>• <b>The Level 3/4 Certificate in Teaching in the Lifelong Learning Sector</b> – qualification you will need for the associate teacher role. It will lead to a stage where application can be made for the status of ATLS (Associate Teacher, Learning and Skills)</li> </ul> <p><b>Level 5 Diploma in Teaching in the Lifelong Learning Sector</b> – qualification you will need for the full teacher role. It will lead to a stage where application can be made for the status of QTLS (Qualified Teacher, Learning and Skills)</p> <ul style="list-style-type: none"> <li>• Under government regulations, all FE sector teachers need to be registered as members of the Institute for Learning (IfL)</li> <li>• Qualifications can be taken pre-service or in service.</li> </ul>
<b>Assessor / internal verifier</b>	<p>To be an <b>assessor</b> you will need:</p> <ul style="list-style-type: none"> <li>• Occupational competence in the sector you will be assessing</li> <li>• An assessor qualification (A1 NVQ Assessor Unit)</li> </ul> <p>To be a <b>internal verifier</b> you will need:</p> <ul style="list-style-type: none"> <li>• Occupational competence in the sector you will be assessing</li> <li>• An assessor qualification (A1 NVQ Assessor Unit)</li> <li>• Experience of assessing in the same, or similar occupational area to the one you will be verifying</li> <li>• Level 4 Award in Conducting Internal Quality Assurance of the Assessment Process – (V1 NVQ Internal Verification Unit)</li> <li>• Level 4 Award in Conducting External Quality Assurance of the Assessment Process - (V2 NVQ Internal Verification Unit)</li> </ul>

### 3.6 Data on employment and labour market trends and forecasts

The size of the lifelong learning workforce as a whole is estimated to increase from 2008 to 2015, and will require significant amounts of recruitment during this period. It is likely that the Further Education sector will increase in a similar manner.

As the sector relies on a high proportion of publically funded positions, the recession is unlikely to impact the estimated demand for the workforce.

## Size of the workforce

Approximate numbers of staff working in FE are as follows:

- **263,257** staff in England
- **6,357** staff in Northern Ireland
- **21,604** in Scotland
- **14,025** in Wales

## Characteristics of the workforce

Some key characteristics of the further education workforce in England are:

- 64% of all further education staff (including administrative and support roles) are female, and 59% of teaching staff are female.
- A higher proportion of female staff are part-time than male staff.
- Over half (52%) of the further education workforce are over 45 years old
- 83% learning support workers are women.

### 3.7 Skill shortages

- specific shortage subjects: Maths; Skills for Life; engineering; information and communication technology (ICT); science; business administration; management; health and social care
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- skills related to management and leadership
- future demand for support staff and technical support staff
- other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.
  
- Specific skills shortages reported amongst associate professionals (including learning support staff) in England (13.9%).

### 3.8 Information on opportunities for adults changing career direction

You can work as an assessor or internal verifier in all occupational areas where NVQ qualifications exist – examples include construction, care, catering, engineering, retail and hairdressing.

There are some sources of funding and financial incentives available for those training to teach in the further education (FE) sector although this has been reduced due to the recent recession (2010)

### 3.9 Information on points of entry or transfer into a sector from another area sector.

Several routes are available to enter into the further education. Anyone with teaching experience in different areas, such as schools, community settings, work based training, will be able to work in further education, if they meet the qualifications requirements.

Increasingly, there is demand for individuals who are proficient in their occupational areas to move to a further education setting.

Related jobs to **further education lecturer / teacher / trainer:**

- Careers advisor
- Higher education lecturer
- Training and development officer
- Youth worker

Jobs related to **assessors / internal verifiers:**

- Training officer
- Training manager
- Prison education officer
- Further education lecturer / teacher / trainer

3.10 Job profiles

[FE lecturer / teacher / trainer](#) – job profile from the Prospects website

[NVQ Assessor / internal verifier](#) – job profile from the Prospects website

3.11 Case studies

[FE teacher](#)

- [Graham, FE media tutor](#)

3.12 FAQs

**What are the hours and working conditions for a ...?**

**FE lecturer / teacher / trainer:**

- 37 hours per week, with around 25 hours spent teaching
- Can also work on part-time and non-permanent contracts e.g. teaching evening classes
- Can work in FE colleges, sixth form colleges, community colleges, adult education centres, the prison education services and work-based learning settings
- Could be based in a classroom, workshop, employer premises or laboratory depending on subject you teach

**Assessor / internal verifier:**

- Usually 37 hours per week, Monday to Friday, although some evenings and weekends to fit with candidates shift patterns, although in some instances hours can vary from week to week.
- Usually based in an office but will need to travel to access candidates at their place of work
- You can be employed by a training provider, or college, or as an in-house assessor for a large organisation whose staff complete NVQs



## What skills are needed to be a ... ?:

### Further education lecturer:

- Extensive knowledge of your specialism
- An interest in helping learners develop
- Good communication and presentation skills with the ability to engage with learners at their level
- The ability to relate well to learners of all ages and abilities
- Enthusiasm and the ability to motivate learners
- Creativity to design interesting learning activities and materials

### Assessor / internal verifier:

- Extensive knowledge of your specialism and industry
- Excellent verbal and written communication skill
- The ability to motivate and encourage others
- An interest in learners develop
- The ability to relate to learners, their managers and colleagues
- Demonstrate attention to detail

## What progression routes are available for ... ?

- With experience a **further education lecturer** could progress to senior lecturer / curriculum lead, head of department or principal.
- With experience as an **assessor / internal verifier** you may have the opportunity to progress to NVQ centre manager. With relevant qualifications, you could move into further education teaching or training management.

### 3.13 Sources of additional information, web-links etc

#### Further education lecturers:

- [Lifelong Learning UK](#) – We are the independent employer-led sector skills council responsible for the professional development of staff working in the UK lifelong learning sector.
- [Institute for Learning \(IfL\)](#) – The Institute for Learning (IfL) is the professional body for teachers, trainers and assessors across further education (FE) , including adult and community learning, emergency and public services, FE colleges, the armed services, the voluntary sector and work-based learning (referred to as the FE and skills sector on this website).
- [University and College Union \(UCU\)](#) – The University and College Union (UCU) represents more than 120,000 academics, lecturers, trainers, instructors, researchers, managers, administrators, computer staff, librarians and postgraduates in universities, colleges, prisons, adult education and training organisations across the UK.

### Assessors / verifiers:

- [Chartered Institute of Personnel and Development \(CIPD\)](#) – The Chartered Institute of Personnel and Development (CIPD) is the professional body for those involved in the management and development of people.
- [Institute of Assessors and Internal Verifiers \(IAV\)](#) – This Institute is for all individuals who are employed in work based or applied vocation education and training. Its sole purpose is to support and raise the status of training practitioners, particularly assessors and internal verifiers. It also provides a basis of professional body recognition to those employers who can show a positive commitment to work based training and in particular the delivery of NVQs or SVQs.

### Job vacancies:

- [FE careers](#) [www.fecareers.co.uk](http://www.fecareers.co.uk)
- [The Guardian](#) [www.jobs.guardian.co.uk](http://www.jobs.guardian.co.uk)
- [The Times Education](#) [www.tes.co.uk](http://www.tes.co.uk)
- [www.jobs.ac.uk](http://www.jobs.ac.uk)

### 3.14 Regional Information

#### 3.14.1 East Midlands. –

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages.

#### **Size of the Workforce**

It is estimated that there are **22,087** people in the FE workforce in the East Midlands.

#### **Characteristics of the Workforce**

Some key characteristics of the FE workforce in this region are:

- **9.9%** of the teaching staff are of a Black or Minority Ethnic origin
- **8.2%** of the workforce are teaching staff
- **60.8%** of teaching staff work part-time
- It pays its workforce the second lowest of all English regions

#### **Skills shortages**

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- specific shortage subjects: Maths; Skills for Life; engineering; information and communication technology (ICT); science; business administration; management; health and social care
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- skills related to management and leadership
- future demand for support staff and technical support staff

- other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.
- Specific skills shortages reported amongst associate professionals (including learning support staff) in England (13.9%).

### 3.14.2 East of England

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the Workforce**

It is estimated that there are **23,091** people in the FE workforce in the East of England.

#### **Characteristics of the Workforce**

Some key characteristics of the FE workforce in this region are:

- **10.9%** of the workforce are of a Black or Minority Ethnic origin
- **7.8%** of the workforce are teaching staff
- **53.4%** of teaching staff work part-time

#### **Skills shortages**

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- specific shortage subjects: Maths; Skills for Life; engineering; information and communication technology (ICT); science; business administration; management; health and social care
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- skills related to management and leadership
- future demand for support staff and technical support staff
- other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.
- Specific skills shortages reported amongst associate professionals (including learning support staff) in England (13.9%).

### 3.14.3 London

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the Workforce**

It is estimated that there are **34,406** people in the FE workforce in Greater London.

## Characteristics of the Workforce

Some key characteristics of the FE workforce in this region are:

- **33.2%** of the workforce are of a Black or Minority Ethnic origin
- **14.8%** of the workforce are teaching staff
- **57.9%** of teaching staff work part-time

## Skills shortages

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- specific shortage subjects: Maths; Skills for Life; engineering; information and communication technology (ICT); science; business administration; management; health and social care
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- skills related to management and leadership
- future demand for support staff and technical support staff
- other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.
- Specific skills shortages reported amongst associate professionals (including learning support staff) in England (13.9%).

### 3.14.4 North East

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

## Size of the Workforce

It is estimated that there are **15,488** people in the FE workforce in the North East, the fewest in any English region.

## Characteristics of the Workforce

Some key characteristics of the FE workforce in this region are:

- **3.3%** of the workforce are of a Black or Minority Ethnic origin
- **5.1%** of the workforce are teaching staff
- **49.6%** of teaching staff work part-time

## Skills shortages

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- specific shortage subjects: Maths; Skills for Life; engineering; information and communication technology (ICT); science; business administration; management; health and social care

- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
  - skills related to management and leadership
  - future demand for support staff and technical support staff
  - other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.
- Specific skills shortages reported amongst associate professionals (including learning support staff) in England (13.9%).

### 3.14.5 North West

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the Workforce**

It is estimated that there are **43,001** people in the FE workforce in the North West, the most in any English region.

#### **Characteristics of the Workforce**

Some key characteristics of the FE workforce in this region are:

- **6.4%** of the workforce are of a Black or Minority Ethnic origin
- **16.1%** of the workforce are teaching staff
- **56.2%** of teaching staff work part-time

#### **Skills shortages**

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- specific shortage subjects: Maths; Skills for Life; engineering; information and communication technology (ICT); science; business administration; management; health and social care
  - Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
  - skills related to management and leadership
  - future demand for support staff and technical support staff
  - other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.
- Specific skills shortages reported amongst associate professionals (including learning support staff) in England (13.9%).

### 3.14.6 South East

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

## Size of the Workforce

It is estimated that there are **37,189** people in the FE workforce in the South East.

## Characteristics of the Workforce

Some key characteristics of the FE workforce in this region are:

- **8.8%** of the workforce are of a Black or Minority Ethnic origin
- **14.5%** of the workforce are teaching staff
- **57.8%** of teaching staff work part-time

## Skills shortages

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- specific shortage subjects: Maths; Skills for Life; engineering; information and communication technology (ICT); science; business administration; management; health and social care
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- skills related to management and leadership
- future demand for support staff and technical support staff
- other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.
- Specific skills shortages reported amongst associate professionals (including learning support staff) in England (13.9%).

### 3.14.7 South West

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

## Size of the Workforce

It is estimated that there are **27,539** people in the FE workforce in the South West.

## Characteristics of the Workforce

Some key characteristics of the FE workforce in this region are:

- **6%** of the workforce are of a Black or Minority Ethnic origin
- **10%** of the workforce are teaching staff
- **68.2%** of teaching staff work part-time

## Skills shortages

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- specific shortage subjects: Maths; Skills for Life; engineering; information and communication technology (ICT); science; business administration; management; health and social care
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- skills related to management and leadership
- future demand for support staff and technical support staff
- other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.
- Specific skills shortages reported amongst associate professionals (including learning support staff) in England (13.9%).

#### 3.14.8 West Midlands.

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the Workforce**

It is estimated that there are **30,894** people in the FE workforce in the West Midlands.

#### **Characteristics of the Workforce**

Some key characteristics of the FE workforce in this region are:

- **12.9%** of the workforce are of a Black or Minority Ethnic origin
- **12.4%** of the workforce are teaching staff
- **59.4%** of teaching staff work part-time

#### **Skills shortages**

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- specific shortage subjects: Maths; Skills for Life; engineering; information and communication technology (ICT); science; business administration; management; health and social care
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- skills related to management and leadership
- future demand for support staff and technical support staff
- other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.
- Specific skills shortages reported amongst associate professionals (including learning support staff) in England (13.9%).

#### 3.14.9 Yorkshire and the Humber

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

## Size of the Workforce

It is estimated that there are **29,562** people in the FE workforce in Yorkshire and the Humber.

## Characteristics of the Workforce

Some key characteristics of the further education workforce in this region are:

- **6.7%** of the workforce are of a Black or Minority Ethnic origin
- **11%** of the workforce are teaching staff
- **58.9%** of teaching staff work part-time

## Skills shortages

No information on the skills shortages for this region is available. The skill shortages for this region are likely to mirror those of the wider UK, which are as follows:

- specific shortage subjects: Maths; Skills for Life; engineering; information and communication technology (ICT); science; business administration; management; health and social care
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- skills related to management and leadership
- future demand for support staff and technical support staff
- other constituency specific skills, including: gaining current industry experience; updating vocational courses; developing a wider range of teaching and learning support skills.
- Specific skills shortages reported amongst associate professionals (including learning support staff) in England (13.9%).

### 3.14.10 Northern Ireland

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

## Size of the Workforce

There are estimated to be **6,357** staff in the FE workforce in Northern Ireland.

## Characteristics of the Workforce

In Northern Ireland, analysis of data obtained from Department for Employment and Learning indicates:

- 2,142 staff worked full time, 51% of them were male
- 3,465 staff worked part time, 37% of them were female

### 3.14.11 Scotland

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

## Size of the Workforce



There are estimated to be **21,604** staff in the FE workforce Scotland.

### **Characteristics of the Workforce**

Staffing statistics for further education colleges in Scotland reveals that:

- **61%** of staff were teaching staff
- the majority of the workforce was female, accounting for **57%** of full-time equivalents (FTEs), **51%** of teaching staff FTEs and **63%** of non-teaching FTEs
- the majority of staff (FTE) were between 30–49 years of age, with a slightly younger profile for female than male staff
- the workforce comprised more part-time than full-time workers, particularly amongst teaching staff (**64%**), compared with non-teaching staff (**37%**)
- **61%** of staff were employed on a permanent basis, with this being particularly the case for non-teaching staff (**81%**)

#### 3.14.12 Wales

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

### **Size of the Workforce**

There are estimated to be **14,025** staff in the FE workforce Northern Ireland

### **Characteristics of the Workforce**

An analysis of data obtained from the Department for Employment, Lifelong Learning reveals that:

- **60%** of the FE workforce was classified as 'teaching and learning staff', compared with **13%** as 'teaching and learning support staff' and **28%** as 'other support staff'
- **61%** of the FE workforce was female, particularly 'other support staff' (**70%**)
- the distribution of staff ages centred on ages 40–49 years for women (**31%**), and 50–54 years for men (**15%**), although amongst non-teaching staff numbers were high in the under 25 years age group
- full-time staff accounted for a greater proportion of the full-time equivalent (FTE) total (**70%**) than part-time-staff (**30%**), although this does not allow comparison of the actual numbers of staff employed full-time and part-time
- **74%** of FTEs were employed on permanent contracts. 'Other support staff' were the most likely to be employed on permanent contracts (**83%** FTEs) and also the most likely to be full-time

## 4. Higher Education

### 4.1 A brief description of what the sub-sector covers at UK level

The higher education sector represents all staff involved in the delivery, support and management of learning and research in universities, university colleges and colleges of higher education.

### 4.2 Information on careers available and new emerging jobs, transferability of skills career paths and opportunities for progression

**Jobs available** include:

- **Professor** – The highest level of recognition for teaching and research related higher education staff. To achieve this post requires a significant research portfolio experience.
- **Senior Lecturer** – A higher grade lecturer, recognised for significant experience and typically with additional duties relating to department administration.
- **Lecturer** – Higher education lecturers facilitate learning and carry out research activities in universities and some colleges of further education.
- **Researcher / Research Associate** – Research Associates will work alongside professors / lecturers to design, formulate and conduct academic research projects.
- **Research Assistant** – provide research support for academic research projects.

**Key skills / transferrable skills** required include (prospects):

- Good communications skills
- Commitment to teaching and research
- Flexibility

**Progression opportunities:**

It is possible for **researchers** to progress to **lecturer positions** if they have significant experience and have had several research articles published in journals.

**Lecturers** can progress to more senior positions by taking on more responsibility in teaching, research and administration.

### 4.3 Information on pay scales in the sector

- Professor (£34,000 - £86,000)
- Senior Lecturer £35,000 - £48,000
- Lecturer £25,000 - £42,000
- Research Associate £27,000 - £32,000
- Research Assistant £20,000 - £27,000

#### 4.4 Information on entry requirements, application processes (e.g. Apprenticeships)

To become a **lecturer/ senior lecturer** undergraduate and doctoral degrees relevant to the post are required, except in commercial areas such as law, finance and medicine, where work experience takes precedence over educational experience. Additional requirements include:

- Ability to secure grant funding and produce original research
- Academic publications, although some roles are more teaching focused

To become a **researcher**, candidates are usually studying for or have recently completed a PhD, although other routes may be possible, especially in social science areas.

#### 4.5 Qualifications

<b>Role</b>	<b>Training required:</b>
<b>Professor / Lecturer</b>	<p>Usually employers require a undergrad, masters and doctoral degree relevant to the post.</p> <p>Most institutions offer a range of in-house training about:</p> <ul style="list-style-type: none"> <li>• Research (including publication, securing research grants, managing research projects, etc.)</li> <li>• Teaching</li> <li>• Administration</li> <li>• Management skills</li> <li>• Personal development</li> <li>• IT</li> </ul>
<b>Researcher</b>	<p>Usually employers require a undergrad, masters and doctoral degree relevant to the post</p> <p>Most institutions offer a range of in-house training about:</p> <ul style="list-style-type: none"> <li>• Research (including publication, securing research grants, managing research projects, etc.)</li> <li>• IT</li> <li>• Teaching</li> <li>• Management skills</li> <li>• Personal development</li> </ul>

#### 4.6 Data on employment and labour market trends and forecasts

The size of the lifelong learning workforce as a whole is estimated to increase from 2008 to 2015, and will require significant amounts of recruitment during this period. It is likely that the Higher Education sector will increase in a similar manner.

As the sector relies on a high proportion of publically funded positions, the recession is less likely to impact the estimated increase in demand for members of the workforce. Policy development such as the increase in tuition fees chargeable for degrees may lead to more money available to invest in the employment of staff by those institutions.

### **Size of the workforce**

The approximate number of staff working in higher education area as follows:

- **306,620** staff in England
- **7,540** staff in Northern Ireland
- **38,980** in Scotland
- **19,315** in Wales

### **Characteristics of the workforce**

In 2004/05, the HE workforce had the following characteristics:

- under half (46%) of the HE workforce were academic professionals
- there were more females (53%) than males. Female employment was concentrated amongst non-academic staff (64%) while the majority of academic staff were male (59%)
- there was a broad age distribution within the workforce, although females were more prevalent in the younger age bands (under 30 years), whilst in the oldest age bands (55 years or over) males were more prevalent than females
- more than two-thirds (67%) of the HE workforce were employed full-time
- 70% were employed on open-ended or permanent contracts, although this was considerably lower for academic professional staff (57%) than other staff (81%)

#### 4.7 Skill shortages

- technicians qualified to NVQ level 4 or above
- skills related to management and leadership
- future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
- skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.
  
- Women are under-represented in **higher education**

#### 4.8 Information on opportunities for adults changing career direction

##### **Teacher training**

Although there is no legal requirement to gain a teaching qualification, higher education institutions that are members of the Higher Education Academy often require it. New employees are increasingly required to gain a postgraduate qualification in Teaching for Higher Education, usually approved by the Higher Education Academy. These courses include Diplomas and Masters Degrees and are for people who are teaching.

#### 4.9 Information on points of entry or transfer into a sector from another area sector.

##### Jobs related to **higher education lecturers:**

- Adult education lecturer / tutor
- Advice worker
- Further education lecturer
- Higher education careers advisor
- Social researcher

##### Jobs related to **researchers:**

- Government research officer
- Higher education lecturer
- Market researcher
- Political research assistant
- Politician's assistant

There is additional information on related jobs for researchers, beyond the higher education setting on the [Vitae website](#).

- [Education](#) (not including higher education)
- [Finance, business and IT](#)
- [Health and social work](#)
- [Manufacturing](#)
- [Public administration](#)

#### 4.10 Job profiles

[Lecturer](#) – job profile from the Prospects website

[Researcher \(social\)](#) – job profile from the Prospects website

#### 4.11 Case studies

[Lecturer](#) – case studies from the Prospects website

- [Amanda, senior lecturer in psychology at University of East London](#)
- [Anne, teaching fellow](#)
- [Federick, principal lecturer in psychology](#)

#### 4.12 FAQs

##### **What are the hours and working conditions for a ...?**

###### **Lecturer / professor:**

- Long hours are common for lecturers / professors to fulfil their roles and responsibilities, but these are flexible.
- Lecturers may work in lecture theatres, classrooms, studios or laboratories

##### **What skills are needed to be a ... ?:**

###### **Lecturer / professor:**

- Good communications skills
- Commitment to teaching and research
- Flexibility

##### **What progression routes are available for ... ?**

As their career progresses, **lecturers** can expect to take on more responsibility in teaching, research and administration. Promotion can occur to more senior levels including:

- Senior lecturer
- Professor
- Research leader / manager

Progression to very senior levels may be possible for some candidates:

- Reader
- Chair / professor
- Dean

#### 4.13 Sources of additional information, web-links etc

- [University and College Union](#) – is the largest trade union and professional association for academics, lecturers, trainers, researchers and academic-related staff.

##### Sources of **job vacancies**:

- [www.jobs.ac.uk](http://www.jobs.ac.uk)
- [The Guardian](#) – and the newspaper on Tuesdays
- [Times Educational Supplement](#)
- [Times Higher Education](#) Supplement

#### 4.14 Regional Information

##### 4.14.1 East Midlands. –

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages.

### **Size of the workforce**

It is estimated that **25,120** individuals work in the Higher Education sector in this region

### **Skills shortages**

The skills shortages for this region are likely to mirror the skills shortages for the UK as a whole, which are as follows:

- technicians qualified to NVQ level 4 or above
  - skills related to management and leadership
  - future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
  - skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.
- 
- Women are under-represented in **higher education**

#### 4.14.2 East of England

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

### **Size of the workforce**

It is estimated that **23,545** individuals work in the Higher Education sector in this region,

### **Skills shortages**

The skills shortages for this region are likely to mirror the skills shortages for the UK as a whole, which are as follows:

- technicians qualified to NVQ level 4 or above
  - skills related to management and leadership
  - future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
  - skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.
- 
- Women are under-represented in **higher education**

#### 4.14.3 London

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

### **Size of the workforce**

It is estimated that **68,455** individuals work in the Higher Education sector in this region,

## Skills shortages

The skills shortages for this region are likely to mirror the skills shortages for the UK as a whole, which are as follows:

- technicians qualified to NVQ level 4 or above
- skills related to management and leadership
- future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
- skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.
- Women are under-represented in **higher education**

### 4.14.4 North East

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### Size of the workforce

It is estimated that **15,775** individuals work in the Higher Education sector in this region.

#### Skills shortages

The skills shortages for this region are likely to mirror the skills shortages for the UK as a whole, which are as follows:

- technicians qualified to NVQ level 4 or above
- skills related to management and leadership
- future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
- skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.
- Women are under-represented in **higher education**

### 4.14.5 North West

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### Size of the workforce

It is estimated that **36,720** individuals work in the Higher Education sector in this region.

#### Skills shortages

The skills shortages for this region are likely to mirror the skills shortages for the UK as a whole, which are as follows:

- technicians qualified to NVQ level 4 or above



- skills related to management and leadership
- future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
- skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.
- Women are under-represented in **higher education**

#### 4.14.6 South East

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

##### **Size of the workforce**

It is estimated that **55,715** individuals work in the Higher Education sector in this region

##### **Skills shortages**

The skills shortages for this region are likely to mirror the skills shortages for the UK as a whole, which are as follows:

- technicians qualified to NVQ level 4 or above
- skills related to management and leadership
- future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
- skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.
- Women are under-represented in **higher education**

#### 4.14.7 South West

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

##### **Size of the workforce**

It is estimated that **22,870** individuals work in the Higher Education sector in this region.

##### **Skills shortages**

The skills shortages for this region are likely to mirror the skills shortages for the UK as a whole, which are as follows:

- technicians qualified to NVQ level 4 or above
- skills related to management and leadership
- future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
- skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.

- Women are under-represented in **higher education**

#### 4.14.8 West Mids.

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

##### **Size of the workforce**

It is estimated that **27,135** individuals work in the Higher Education sector in this region

##### **Skills shortages**

The skills shortages for this region are likely to mirror the skills shortages for the UK as a whole, which are as follows:

- technicians qualified to NVQ level 4 or above
  - skills related to management and leadership
  - future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
  - skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.
- Women are under-represented in **higher education**

#### 4.14.9 Yorkshire and the Humber

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

##### **Size of the workforce**

It is estimated that **31,290** individuals work in the Higher Education sector in this region

##### **Skills shortages**

The skills shortages for this region are likely to mirror the skills shortages for the UK as a whole, which are as follows:

- technicians qualified to NVQ level 4 or above
  - skills related to management and leadership
  - future demand for skilled teachers for specific subject areas: business management; IT; economics; electronics; law and medicine
  - skills related to the widening participation agenda, i.e. skills to cater to a wider student body with diverse learning styles and demands.
- Women are under-represented in **higher education**

#### 4.14.10 Northern Ireland

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

### **Size of the workforce**

It is estimated that there are **7,540** staff working in the Higher Education sector in Northern Ireland.

#### 4.14.11 Scotland

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

### **Size of the workforce**

It is estimated that there are **38,980** staff working in the Higher Education sector in Scotland.

#### 4.14.12 Wales

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

### **Size of the workforce**

It is estimated that there are 19,315 staff working in the Higher Education sector in Wales

## **5. Libraries, Archives and Information Services**

### **5.1 A brief description of what the sub-sector covers at UK level**

The Libraries, Archivists and Information Service (LAIS) sector involves those working in libraries, archives and information services in institutions whose primary purpose is lifelong learning, i.e. public libraries and archives, higher education and further education libraries and archives, and national libraries and archives.

### **5.2 Information on careers available and new emerging jobs, transferability of skills career paths and opportunities for progression**

**Jobs available** include:

- **Chief archivist** – A Chief archivist oversees the work of archivists and has some management responsibilities
- **Chief information officer** – A Chief Information officer would oversee the work of information officers and has some management responsibilities
- **Chief librarian** – A Chief librarian oversees librarians and has some leadership and management responsibilities
- **Archivist** – Archivists acquire, manage, maintain and make available documents and other materials that have historical importance for individuals, organisations and nations.
- **Librarian** – Librarians acquire, organise, promote and disseminate a wide range of resources to meet a diverse set of needs for their customers.
- **Information officer** – An information officer manages and develops the procurement, supply and distribution of information for an organisation or client in support of their needs or objectives.
- **Assistant archivist** – perform a wide range of administrative tasks in support of the work of the professionally qualified archivists.
- **Library assistant / Information assistant** – Library and information assistants, or paraprofessionals as they are also known, perform a wide range of administrative tasks in support of the work of professionally qualified library staff.

**Key skills / transferrable skills** required include (prospects):

- Excellent people skills
- Organisational and time management skills
- Excellent communication skills – written and verbal
- Creative approach to problem solving
- IT skills

**Progression opportunities:**

- Taking on management responsibilities or specialising in particular areas e.g. IT or training are routes to promotion
- However, you should be prepared to move between jobs and employers to achieve promotion

### 5.3 Information on pay scales in the sector

- Chief archivist £35,000
- Chief information officer £50,000
- Chief librarian / Head of service £49,000 (can range from £40,000 - £50,000)
- Archivist £17,897 - - £28,134
- Information officer starting salary: £17,000 - £27,000 and senior level: £28,000 - £44,000
- Assistant information officer £10,000 - £13,000
- Chartered librarian in a public library £23,473 - £29,714
- Assistant librarian £10,000 - £13,000 and £16,278 – £18,270 for senior library assistants
- Chartered librarian in a Further Education College £24,045 - £27,503
- Assistant librarian in a Further Education College £16,502 -£18,690

Further information on the salaries of librarians can be found on the [Chartered Institute of Library and Information Professionals](#) website

### 5.4 Information on entry requirements, application processes (e.g. Apprenticeships)

To be an **archivist** you need a degree, followed by a post-graduate qualification recognised by the Society of Archivists. The following degree subjects can be useful:

- History
- Information science
- Library studies
- Modern or ancient languages

You can find details of recognised postgraduate courses on the Society of Archivists website. Work experience, mostly through volunteering, is essential to gain entry onto a postgraduate Archivist programme.. Competition for places on postgraduate Archivist programmes can be fierce.

To be an **information assistant** – it is essential to have:

- NVQ Level 2, or equivalent, or 4 GCSEs (grades A-C) including English and Maths or the equivalent
- two years relevant experience and an appropriate IT qualification

You can begin a career as a **librarian** by either:

- studying for a university qualification before starting work or
- finding a job as a library assistant and qualify by gaining experience and work-based training combined with some study

For **library assistant** roles:

- you will probably need at least five GCSEs or you could
- join an Apprenticeship scheme – [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) although there are currently very few apprenticeships available in this area.

## 5.5 Qualifications

<b>Role</b>	<b>Training required</b>
Archivists	<ul style="list-style-type: none"><li>• After you have qualified as an archivist, you can join the Society of Archivists Registration Scheme, and achieve registered status within three years</li><li>• You can develop and update your skills and knowledge by attending short courses, seminars and workshops organised by the society of archivists</li></ul>
Information management officer	<ul style="list-style-type: none"><li>• IT qualifications – IBT or CGLI in word processing, database and spreadsheets</li></ul>
Librarian	<ul style="list-style-type: none"><li>• If you are working as a librarian or studying on a relevant course, you can apply for membership of CILIP. There are 5 levels of membership depending on your qualifications and experience</li><li>• A degree in librarianship or information management that is recognised by the Chartered Institute of Library and Information Professionals (CILIP)</li><li>• A degree in any subject, followed by a post-graduate qualification in information management or similar accredited by CILIP</li><li>• A masters degree</li><li>• Alternatively librarians can follow a work-based learning route to Chartership by progressing through a framework of NVQs and some study of theory and policy issues</li><li>• You can develop your skills by attending short courses run by CILIP</li></ul>
Library assistant	<ul style="list-style-type: none"><li>• NVQs Levels 2 and 3 in Information and Library Services</li><li>• City and Guilds Progression Award in Library and Information Services</li></ul>

## 5.6 Data on employment and labour market trends and forecasts

The size of the lifelong learning workforce as a whole is estimated to increase from 2008 to 2015, and will require significant amounts of recruitment during this period. It is likely that the Library, Archives and Information Services sector will increase in a similar manner.

As the sector relies on a high proportion of publically funded positions, the recession is less likely to impact the estimated increase in demand for members of the workforce.

### **Size of the workforce**

Approximate numbers of staff working in libraries, archives and information services (LAIS) are as follows:

- **48,982** staff in England
- **1,055** staff in Northern Ireland
- **5,388** in Scotland
- **3,112** in Wales

## Characteristics of the workforce

Across the UK, data from the Labour Force Survey (four quarter average 2008), indicates that 59 per cent of staff are female but that only 37% of the most senior level of employment are female.

### 5.7 Skill shortages

- Women represent well over 50% of those employed as **information officers**
- Up to 60% of **archivists** are women and they are well represented at senior level. The Society of Archivists is actively trying to encourage **religious and ethnic diversity in recruitment**.
- Information and communication technology (ICT) skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and adult basic skills); community engagement skills, partnership working skills
- skills related to management and leadership.

### 5.8 Information on opportunities for adults changing career direction

#### **Librarians**

The most common route into the profession is to take a degree in Librarianship and Information Management accredited by Chartered Institute of Library and Information Professionals (CILIP). It is also possible to take a postgraduate qualification if your first degree is another subject, however you will have to undertake some work experience to be able to enrol on a course. You will then be required to complete 1 to 2 years of professional development, evidenced through a Personal Professional Development Plan and portfolio of evidence, in order to become a chartered member of CILIP.

It is also possible to train as a library assistant and obtain Library Assistant NVQ qualifications. Details of these qualifications and information about organisations that offer them can be obtained from:

<http://www.cilip.org.uk/qualificationschartership/QualificationsforLibraryAssistants>

Once you have a number of years of experience, you may then apply to CILIP to become a Certified member. It is then possible to become a Chartered member through further professional development.

## **Archivists**

To be a qualified Archivist you will need to gain a post graduate qualification in archive studies, or archives and record management, recognised by the Society of Archivists. Only seven Universities in the UK/Eire offer these courses. The qualification is valid across each of the countries in the UK and in Eire. Many UK trained archivists find work around the world using their qualification, as it is highly regarded.

The post graduate courses are generally one year full-time, or two years part-time. They may lead to a diploma or Master's degree. Distance Learning options are also available. The entry requirements are usually a good quality first degree, the subject is less important than the class, which should be at least 2:1. Degrees which are considered particularly relevant include history, classics, languages or information science.

## **Funding for training**

Funding is typically provided by employers of the individuals themselves. Bursaries are available from certain organisations, but there are no government incentives.

## **5.9 Information on points of entry or transfer into a sector from another area sector.**

**Archivist** related job roles:

- Archaeologist
- Genealogist
- Historical researcher
- Museum / art gallery curator
- Museum / gallery exhibitions officer

**Information officer** related jobs:

- Archivist
- Careers information officer
- Indexer
- Museum education officer

**Librarian** related jobs:

- Academic librarian
- Information officer
- Museum education officer
- Records manager

**Transferring from other sectors:**

- Up to one year of library experience is normally required for entry to post graduate courses



### 5.10 Job profiles

<a href="#">Archivist</a> – a role profile from the Prospects website.
<a href="#">Information officer</a> – a role profile from the Prospects website.
<a href="#">Librarian</a> – a role profile from the Prospects website.

### 5.11 Case studies

<a href="#">Archive work</a> <ul style="list-style-type: none"><li>• <a href="#">Jenny</a>, who works for the National Archives</li><li>• <a href="#">Rachel</a>, who works for the NHS trust</li></ul>
<a href="#">Information officer work</a> <ul style="list-style-type: none"><li>• <a href="#">Joanna, information services officer</a></li></ul>
<a href="#">Library work</a> <ul style="list-style-type: none"><li>• <a href="#">Jill, stock and reader development librarian</a></li><li>• <a href="#">Jenny, resources manager</a></li></ul>

### 5.12 FAQs

#### **What are the hours and working conditions for a ...?**

- Archivist – may require shift or flexible working
- Information officer – working hours are usually 9-5
- Librarian – can include evening and weekend work

#### **What skills are needed to work in this sub-sector?**

- Excellent people skills
- Organisational and time management skills
- Excellent communication skills – written and verbal
- Creative approach to problem solving
- IT skills

#### **What progression routes are available?**

- Taking on management responsibilities or specialising in particular areas e.g. IT or training are routes to promotion
- However, you should be prepared to move between jobs and employers to achieve promotion

### 5.13 Sources of additional information, web-links etc

Sources of further information:

#### **Archive work:**

- <http://www.creative-choices.co.uk/> - the careers page of Creative and Cultural Skills, the Sector Skills Council for Advertising, Crafts, Cultural Heritage, Design, Literature, Music, Performing, and Visual Arts.
- [Society of Archivists](#) – the Society of Archivists is the principal professional body for archivists, archive conservators and records managers in the United Kingdom and Ireland
- [Museums, Libraries and Archives Council](#) – promotes best practice in museums, libraries and archives, to inspire innovation, integrated and sustainable services for all.
- [National Archives](#) – the national archives are the official archives of the UK government.

#### **Library work:**

- [Chartered Institute of Library and Information Professionals \(CILIP\)](#) – is the leading professional body for librarians, information specialists and knowledge managers.

#### **Information management work:**

- [Association for Information Management \(ASLIB\)](#) – is renowned as the world's leading corporate information management organisation.

#### **Information about job vacancies:**

##### **Archive work:**

- [Times Higher Education](#)
- [Museum jobs](#)
- [Artsjobsonline](#)
- [www.jobs.ac.uk](http://www.jobs.ac.uk)

##### **Library work:**

- [Lisjobnet.com](#)
- [LGjobs](#)
- [ASLIB Professional](#)
- [www.jobs.ac.uk](http://www.jobs.ac.uk)

##### **Information management work:**

- [The guardian](#)
- [LISjobnet](#)
- [www.jobs.ac.uk](http://www.jobs.ac.uk)

## 5.14 Regional Information

### 5.14.1 East Midlands. –

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages.

#### **Size of the Workforce**

It is estimated that **2,729** individuals work in the Libraries, Archives and Information Services sector in this region.

#### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- Women represent well over 50% of those employed as **information officers**
- Up to 60% of **archivists** are women and they are well represented at senior level. The Society of Archivists is actively trying to encourage **religious and ethnic diversity in recruitment.**
- Information and communication technology (ICT) skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and adult basic skills); community engagement skills, partnership working skills
- skills related to management and leadership.

### 5.14.2 East of England

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the Workforce**

It is estimated that **4,412** individuals work in the Libraries, Archives and Information Services sector in this region.

#### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- Women represent well over 50% of those employed as **information officers**

- Up to 60% of **archivists** are women and they are well represented at senior level. The Society of Archivists is actively trying to encourage **religious and ethnic diversity in recruitment**.
- Information and communication technology (ICT) skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and adult basic skills); community engagement skills, partnership working skills
- skills related to management and leadership.

### 5.14.3 London

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the Workforce**

It is estimated that **8,569** individuals work in the Libraries, Archives and Information Services sector in this region.

#### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- Women represent well over 50% of those employed as **information officers**
- Up to 60% of **archivists** are women and they are well represented at senior level. The Society of Archivists is actively trying to encourage **religious and ethnic diversity in recruitment**.
- Information and communication technology (ICT) skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and adult basic skills); community engagement skills, partnership working skills
- skills related to management and leadership.

#### 5.14.4 North East

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

##### **Size of the Workforce**

It is estimated that **4,293** individuals work in the Libraries, Archives and Information Services sector in this region.

##### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- Women represent well over 50% of those employed as **information officers**
- Up to 60% of **archivists** are women and they are well represented at senior level. The Society of Archivists is actively trying to encourage **religious and ethnic diversity in recruitment**.
- Information and communication technology (ICT) skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and adult basic skills); community engagement skills, partnership working skills
- skills related to management and leadership.

#### 5.14.5 North West

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

##### **Size of the Workforce**

It is estimated that **6,326** individuals work in the Libraries, Archives and Information Services sector in this region.

##### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- Women represent well over 50% of those employed as **information officers**
- Up to 60% of **archivists** are women and they are well represented at senior level. The Society of Archivists is actively trying to encourage **religious and ethnic diversity in recruitment**.

- Information and communication technology (ICT) skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and adult basic skills); community engagement skills, partnership working skills
- skills related to management and leadership.

#### 5.14.6 South East

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

#### **Size of the Workforce**

It is estimated that **7,468** individuals work in the Libraries, Archives and Information Services sector in this region.

#### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- Women represent well over 50% of those employed as **information officers**
- Up to 60% of **archivists** are women and they are well represented at senior level. The Society of Archivists is actively trying to encourage **religious and ethnic diversity in recruitment.**
- Information and communication technology (ICT) skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and adult basic skills); community engagement skills, partnership working skills
- skills related to management and leadership.

#### 5.14.7 South West

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

## Size of the Workforce

It is estimated that **4,381** individuals work in the Libraries, Archives and Information Services sector in this region.

## Skills shortages

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- Women represent well over 50% of those employed as **information officers**
- Up to 60% of **archivists** are women and they are well represented at senior level. The Society of Archivists is actively trying to encourage **religious and ethnic diversity in recruitment**.
- Information and communication technology (ICT) skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and adult basic skills); community engagement skills, partnership working skills
- skills related to management and leadership.

### 5.14.8 West Mids.

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

## Size of the Workforce

It is estimated that **5,430** individuals work in the Libraries, Archives and Information Services sector in this region.

## Skills shortages

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- Women represent well over 50% of those employed as **information officers**
- Up to 60% of **archivists** are women and they are well represented at senior level. The Society of Archivists is actively trying to encourage **religious and ethnic diversity in recruitment**.
- Information and communication technology (ICT) skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development

- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and adult basic skills); community engagement skills, partnership working skills
- skills related to management and leadership.

#### 5.14.9 Yorkshire and the Humber

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

##### **Size of the Workforce**

It is estimated that **5,373** individuals work in the Libraries, Archives and Information Services sector in this region.

##### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- Women represent well over 50% of those employed as **information officers**
- Up to 60% of **archivists** are women and they are well represented at senior level. The Society of Archivists is actively trying to encourage **religious and ethnic diversity in recruitment.**
- Information and communication technology (ICT) skills: digitisation; metadata management; database building; basic and advanced ICT user skills; web management and web content development
- specific technical skills: cataloguing; indexing; stock selection; conservation; preservation; information retrieval and management; knowledge management; CMS
- customer engagement: interpersonal and communication skills; language skills (Welsh language in Wales); skills to support adults with needs in terms of Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL; and adult basic skills); community engagement skills, partnership working skills
- skills related to management and leadership.

#### 5.14.10 Northern Ireland

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

##### **Size of the Workforce**

It is estimated that **1,055** individuals work in the Libraries, Archives and Information Services sector in Northern Ireland.



#### 5.14.11 Scotland

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

#### **Size of the Workforce**

It is estimated that **5,388** individuals work in the Libraries, Archives and Information Services sector in Scotland.

#### 5.14.12 Wales

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

#### **Size of the Workforce**

It is estimated that **3,122** individuals work in the Libraries, Archives and Information Services sector in Wales.

## 6. Work Based Learning

### 6.1 A brief description of what the sub-sector covers at UK level

The work based learning sector covers staff working for organisations concerned with the delivery of training and assessment for the workplace. The function of Work Based Learning is to provide work focused learning opportunities relevant to the workplace environment. Staff work for national training providers, specialist training providers and in other private sector training organisations. They also work for voluntary and community local community organisations, regional charities, and national third sector bodies or in the training divisions of other bodies including large employers, in for example travel or retail, colleges of FE, Local Authorities, Higher Education institutions, or as a specialist division within a body such as a recruitment agency.

### 6.2 Information on careers available and new emerging jobs, transferability of skills career paths and opportunities for progression

**Jobs available** include:

- **Training manager** – A training manager organises and manages training programmes within an organisation.
- **Training officer / trainer / teacher / tutor** – A training officer organise training for staff within companies. This can involve delivering training in-house, or arranging training events through external providers and consultants.
- **Training assistants** – provide support to training managers and training officers in the organisation of training.
- **Assessor / Internal Verifier** – support and assess people working towards National Vocational Qualifications (NVQs), making sure that they meet the occupational standards needed to achieve the NVQ

**Key skills / transferrable skills** required include (prospects):

- Good interpersonal skills
- Ability to work with people at all levels
- Ability to motivate people
- Good spoken and written communication skills
- A personal commitment to improving skills and knowledge

**Progression opportunities:**

- In larger organisations you may be able to progress from a **training officer** to **senior training officer** or **training manager**.
- With experience and knowledge of the market **self-employment / fee-lancing** can be an option, as departments often bring in expertise as required. Independent trainers also often move into full-time employment.
- With experience as an **assessor / verifier** you may have the opportunity to progress to **NVQ centre manager**. With relevant qualifications, you could move into **further education teaching** or **training management**.

### 6.3 Information on pay scales in the sector

- Training directors or senior managers £50,000
- Training manager £19,000 - £40,000
- Training officer £20,000 - £30,000
- Training assistants £16,000 - £18,000
- Assessor / Internal Verifier £16,000 - £25,000 - work done in these roles is often paid hourly.

### 6.4 Information on entry requirements, application processes (e.g. Apprenticeships)

To be a **training officer**:

- you start as a trainee or assistant in a personnel or training department or from other educationally focused roles
- you need company or sector knowledge and experience

To be a **training manager** you will need:

- experience as a training officer
- degree or postgraduate qualification in a subject such as business studies, human resources or communications (desirable) or
- if you do not have a degree, you may be able to work your way up from a training officer or personnel position by gaining experience and a professional qualification such as those offered by Chartered Institute of Personnel and Development (CIPD)

To be an **assessor / internal verifier** you will need:

- experience, knowledge and skill in the occupational sector you will be assessing
- access to a class of learners to assess
- an assessment qualification – usually the Level 3 award in Assessing Candidates using a Range of Methods
- it would also be an advantage if you have qualifications in your chosen area, especially NVQs at level 3 or above

### 6.5 Qualifications

<b>Role</b>	<b>Training required</b>
<b>Training assistant / officer</b>	Once you are working as a training officer, you could complete Chartered Institute of Personnel Development qualifications, including: <ul style="list-style-type: none"><li>• Certificate in Personnel Practice</li><li>• Certificate in Training Practice</li></ul> Undertaking a Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification is also a possibility.
<b>Training manager</b>	Once you are working in a training department, you can study for CIPD qualifications part time including:

	<ul style="list-style-type: none"> <li>• Certificate in Personnel Practice</li> <li>• Certificate in Training Practice</li> <li>• Professional Development Scheme</li> </ul> <p>As an alternative you can work towards the following qualifications:</p> <ul style="list-style-type: none"> <li>• NVQ Level 3 in Direct Training and Support</li> <li>• NVQ Levels 3, 4 and 5 in Learning and Development</li> <li>• NVQ Level 4 or 5 in personnel or management areas.</li> </ul> <p>You can also do postgraduate diplomas and MSc degrees in training management or training and development</p>
<b>Assessor / internal verifier</b>	<p>To be an <b>assessor</b> you will need:</p> <ul style="list-style-type: none"> <li>• Occupational competence in the sector you will be assessing</li> <li>• An assessor qualification (A1 NVQ Assessor Unit)</li> </ul> <p>To be a <b>internal verifier</b> you will need:</p> <ul style="list-style-type: none"> <li>• Occupational competence in the sector you will be assessing</li> <li>• An assessor qualification (A1 NVQ Assessor Unit)</li> <li>• An internal verifier qualification (V1 NVQ Internal Verification Unit)</li> <li>• Level 4 Award in Conducting External Quality Assurance of the Assessment Process - (V2 NVQ Internal Verification Unit)</li> <li>• Experience of assessing in the same, or similar occupational area to the one you will be verifying</li> </ul>

### 6.6 Data on employment and labour market trends and forecasts

The size of the lifelong learning workforce as a whole is estimated to increase from 2008 to 2015, and will require significant amounts of recruitment during this period. It is likely that the Work Based Learning sector will increase in a similar manner.

As the sector relies on a high proportion of publically funded positions, the recession is less likely to be impacted by the estimated increase in demand for members of the workforce. Government policies, including calls for increasing employer responsive provision, such as apprenticeships and the Train to Gain programme in England, may lead to more substantial increases in demand than anticipated.

## Size of the workforce

Approximate numbers of staff working in work based learning (WBL) are as follows:

- **30,000** staff in England
- **1,625** staff in Northern Ireland
- **6,900** in Scotland
- **3,000** in Wales

## Characteristics of the workforce

In England, the work based learning sector workforce is known to have the following characteristics:

- 36% described their main activity as 'teaching'
- 61% were female
- 47% were 40 years old or less
- 62% were employed full-time

### 6.7 Skill shortages

Both genders are well represented and employers implement equality and diversity initiatives to monitor this (prospects)

- skills related to management and leadership
- assessment and internal verification skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- updating of industrial practices.

### 6.8 Information on opportunities for adults changing career direction

#### **Funding for training**

Funding is typically provided by employers of the individuals themselves. Bursaries are available from certain organisations. As part of the wider FE sector, there are some bursaries that may be accessed to support initial training for teachers.

### 6.9 Information on points of entry or transfer into a sector from another area sector.

Jobs related to **training**:

- Human resources officer
- Training manager
- Further education tutor/trainer

Jobs related to **assessors / verifiers**:

- Training officer
- Training manager
- Prison instructor
- Further education teacher

### **Transferring from other sectors:**

- Pre-entry experience, through activities requiring leadership and motivational skills may boost your application
- Business related or psychology degrees may aid entry into specialised graduate schemes

### 6.10 Job profiles

<a href="#">Training</a>
<a href="#">NVQ assessor / internal verifier</a>

### 6.11 Case studies

<a href="#">Training</a> <ul style="list-style-type: none"><li>• <a href="#">Anne, training and development officer for a consulting firm</a></li></ul>
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### 6.12 FAQs

#### **What are the hours and working conditions for a ...?**

##### **Training manager / training officer:**

- Usually 37 hours per week, although flexibility is needed for occasional evening, weekend and residential courses

##### **Assessor / internal verifier:**

- Usually 37 hours per week, Monday to Friday, although some evenings and weekends to fit with candidates shift patterns. They are also often part-time freelancers or paid hourly.
- Often based in an office but will need to travel to access candidates at their place of work
- You can be employed by a training provider, or college, or as an in-house assessor for a large organisation whose staff complete NVQs or deliver apprenticeships

#### **What skills are needed to be a ... :**

##### **Training manager / training officer:**

- Commitment to staff training and development
- The ability to relate to staff at all levels
- Communication skills

- The ability to encourage and motivate people

#### **Assessor / internal verifier:**

- Excellent communication skill, to explain the occupational standards and give feedback
- The ability to motivate and encourage people
- An interest in helping people develop
- The ability to relate to people at all levels

#### **What progression routes are available for ... ?**

- In larger organisations you may be able to progress from a **training officer** to senior training officer or training manager. Small companies may not offer many promotion opportunities, so you may need to move to a larger company in order to progress.
- With experience and a knowledge of the market self-employment / fee-lancing can be an option, as departments often bring in expertise as required.
- With experience as an **assessor / internal verifier** you may have the opportunity to progress to NVQ centre manager. With relevant qualifications, you could move into further education teaching or training management.

#### 6.13 Sources of additional information, web-links etc

[Lifelong Learning UK](#) – LLUK represents employers, stakeholders and staff working in work based learning (WBL) across the UK. Information is provided about the WBL labour market and stakeholders, as well as relevant news, events and projects. There is also a free Information and Advice Service enquirers can use for help on careers in the sector, including WBL.

[Association of Learning Providers](#) – The Association of Learning Providers is recognised as the voice of independent learning providers throughout England. The majority of its 470 members are private, not-for-profit and voluntary sector training organisations who deliver government-funded education, skills and welfare-to-work programmes. In particular, ALP's members deliver most of the Apprenticeship training and the majority of Train to Gain provision in England.

#### **Trainers / teachers / tutor:**

- [Chartered Institute of Personnel and Development](#) – The Chartered Institute of Personnel and Development (CIPD) is the professional body for those involved in the management and development of people.
- [ENTO](#) – ENTO, is a provider of continuous professional development events within the learning and development arena.

## **Assessors / internal verifiers:**

- [Chartered Institute of Personnel and Development](#) – The Chartered Institute of Personnel and Development (CIPD) is the professional body for those involved in the management and development of people.
- [ENTO](#) – ENTO, is a provider of continuous professional development events within the learning and development arena.
- [Institute of Assessors and Internal Verifiers](#) – The Institute is the professional support body for all assessors and internal verifiers working with work-based qualifications

### 6.14 Regional Information

#### 6.14.1 East Midlands. –

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages.

Limited information is available at a regional level. It is estimated that 2581 individuals are employed within WBL in the region.

#### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- skills related to management and leadership
- assessment and internal verification skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- updating of industrial practices.

#### 6.14.2 East of England

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

Limited information is available at a regional level. It is estimated that 3054 individuals are employed within WBL in the region.

#### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- skills related to management and leadership
- assessment and internal verification skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- updating of industrial practices.

#### 6.14.3 London

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages



Limited information is available at a regional level. It is estimated that 4476 individuals are employed within WBL in the region.

### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- skills related to management and leadership
- assessment and internal verification skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- updating of industrial practices.

#### 6.14.4 North East

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

Limited information is available at a regional level. It is estimated that 1680 individuals are employed within WBL in the region.

### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- skills related to management and leadership
- assessment and internal verification skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- updating of industrial practices.

#### 6.14.5 North West

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

Limited information is available at a regional level. It is estimated that 3763 individuals are employed within WBL in the region.

### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- skills related to management and leadership
- assessment and internal verification skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- updating of industrial practices.

#### 6.14.6 South East

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

Limited information is available at a regional level. It is estimated that 5347 individuals are employed within WBL in the region.

#### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- skills related to management and leadership
- assessment and internal verification skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- updating of industrial practices.

#### 6.14.7 South West

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

Limited information is available at a regional level. It is estimated that 3101 individuals are employed within WBL in the region.

#### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- skills related to management and leadership
- assessment and internal verification skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- updating of industrial practices.

#### 6.14.8 West Mids.

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

Limited information is available at a regional level. It is estimated that 2864 individuals are employed within WBL in the region.

#### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- skills related to management and leadership
- assessment and internal verification skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- updating of industrial practices.

#### 6.14.9 Yorkshire and the Humber

Key regional variations for sector, employment and labour market trends and forecasts, and skill shortages

Limited information is available at a regional level. It is estimated that 3133 individuals are employed within WBL in the region.

#### **Skills shortages**

Although there is no information on the skills shortages for this region, the pattern is likely to mirror that of the wider UK, which are as follows:

- skills related to management and leadership
- assessment and internal verification skills
- Skills for Life (and its equivalents: Essential Skills; Adult Literacy, Numeracy and ESOL)
- updating of industrial practices.

#### 6.14.10 Northern Ireland

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

#### **The workforce**

The approximate number of staff working in the work based learning sector in Northern Ireland is **1625**

#### 6.14.11 Scotland

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

The approximate number of staff working in the work based learning sector in Scotland is **6,900**.

#### 6.14.12 Wales

Key regional variations for sector, employment and labour market trends and forecasts, skill shortages and qualifications.

#### **The Workforce**

The approximate number of staff working in the work based learning sector in Wales is **3,000**.