



Management, Leadership and Enterprise Learning and Qualifications Strategy

Analysis of Current and Emerging SSAs and SQSs

Report for

MSC | **Management Standards Centre**
the standards setting body for management

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Introduction

This report forms part of the Management, Leadership and Enterprise Learning and Qualifications Strategy. It is an update of the report *Management and Leadership Qualifications and Learning Strategy: Analysis of Current and Emerging SSAs and SQSs*, prepared for the Management Standards Centre by The Management Standards Consultancy in March 2006.

Management, Leadership and Enterprise are not vertical sectors of the economy and are not, therefore, represented by a Sector Skills Council (SSC). On the contrary, they run horizontally across all sectors and have a major impact on the development, productivity and performance of organisations in every vertical sector.

In January 2006, the Project Advisory Group for the Management and Leadership Sector Qualifications Strategy commissioned this analysis of the Sector Skills Agreements (SSAs) and Sector Qualifications Strategies (SQSs) published or under development by all the SSCs in order to understand:

- what the key management and leadership challenges are in each sector
- how these are being addressed or will be addressed
- how the management and leadership aspects of individual SSAs and SQSs can be integrated with the overarching Management and Leadership SQS being developed by the Management Standards Centre.

This resulted in the report published in March 2006, referred to above.

Under contract from the Sector Skills Development Agency (SSDA), work resumed on the Management and Leadership SQS in October 2006, the scope of which was expanded to include Enterprise. This report was therefore revisited to include references both to Enterprise and to all the new reports published by SSCs since March 2006. It also includes references to recent research carried out by Mike Hender on behalf of the Skills for Business Network's All Sector Management and Leadership Skills Development Programme.

The report has been prepared by:

- liaising with SSCs and other sector bodies to obtain copies of their SSAs and SQSs or to identify the stage they are in development of these and what issues are emerging
- identifying references to management, leadership and enterprise within current and emerging SSAs and SQSs and their relevance for the development of the Management, Leadership and Enterprise Learning and Qualifications Strategy
- analysing Mike Hender's research into SSCs management and leadership development strategies
- identifying opportunities to influence the development of emerging SSAs and SQSs to align them with the broad principles on which a Management, Leadership and Enterprise Learning and Qualifications Strategy should be based.

Desk research identified that four out of the twenty five Sector Skills Councils (SSCs) had produced a final version of their Sector Skills Agreement with a further 12 SSCs reaching various stages in the SSA process with either a final or a draft document. The remaining SSCs are working towards their SSA with milestones between now and September 2007. Three sector bodies and two SSCs have produced a Sector Qualifications Strategy (SQS) either as a working draft or a final copy. An additional sector body (ECITB) has produced a Skills Profile report.

SSC / Sector Body	SSA				SQS
	Final Phase 5	Draft Phase 5	Final Phase 1-4	Draft Phase 1-4	
Asset Skills			X	X	
Automotive Skills				X	
Cogent				X	
ConstructionSkills	X				
Creative and Cultural					
CWDC					Integrated
ECITB					Skills Profile
Energy and Utility			X		
ENTO – Health and Safety					X
E-Skills	X				X
Financial Services					
GoSkills				X	
Government Skills					
Improve			X		
Lantra				X	
Life Long Learning					
People 1 st				X	
Proskills					
SEMTA	X				
SFEDI - Enterprise					X – working draft
Skillfast				X	

Skills for Care and Development					
Skills for Health		X	X	X	
Skills for Justice				X	
Skills for Logistics		X	X		
SkillsActive		X		X	
Skillset	X				X
SkillsSmart Retail					
SummitSkills					
UK Workforce Hub					

This report is structured in the following way:

- The next section, **Overarching Findings**, summarises the main findings of relevance to Management, Leadership and Enterprise resulting from the analysis of the information from the different SSAs and other sector bodies.
- There follows a **series of sections**, one for each SSC or sector body, containing the key information relevant to Management, Leadership and Enterprise from their SSAs, SQSs and/or responses to Steven Studd's request for information on their management and leadership development strategies.
- The report concludes with an **Annex**, listing all the documents reviewed.

Overarching Findings

The main findings relevant to Management, Leadership and Enterprise are summarised in this section.

Management, Leadership and Entrepreneurship Skills Gaps and Shortages

Sectors are in broad agreement that their managers and leaders lack some of the skills necessary to fulfill their roles effectively (skills gaps) and that there are just not enough managers, leaders and entrepreneurs around to meet current and future requirements (skills shortages). The reasons for this phenomenon differ from sector to sector, but they fall into five broad groups:

1. **Historical lack of investment in training of managers and leaders.** Most SSCs – particularly Construction Skills, Skillset, Skills for Logistics and Go Skills – report that their sectors are dominated by SMEs whose limited training budgets are spent almost exclusively on compliance training, such as health and safety. The time and expense of investing in developing managerial and leadership skills is a luxury they feel they cannot afford, and the training on offer is considered to be of dubious quality and value.
2. **Problems in moving into a management role.** Some sectors highlight the problems of encouraging and supporting people to move into supervisory and management roles. Creative people choose to work in the Film, Media, Television and Animation sectors and lack the inclination to take on management roles and develop the required skills. Asset Skills is one of a number of SSCs reporting problems in helping technical staff move into supervisory positions. People 1st and Skillsmart Retail report problems due to the low average age of their managers, who lack the experience and life skills required for effective management.
3. **Lack of diversity in management.** One strand of Creative and Cultural Skills' *Cultural Leadership Programme* focuses on addressing the lack of people from black and minority ethnic backgrounds in leadership positions in its sector.
4. **Lack of enterprise culture.** Almost all SSCs specifically recognise the importance of small businesses in their sectors and the need for an enterprise culture that rewards innovation and risk taking. Cogent, for example, identifies that the success of new enterprises with innovative products and services is a key factor for sustainability, particularly in globally competitive industries.
5. **New management and leadership skills are required.** Changes in technology, legislation, markets and working practices require more people in management positions and demand new sets of management skills. Control of processes in construction (where only 21% of sites in Scotland have a site supervisor/manager), increases in volunteering (LANTRA and Asset Skills), greater emphasis on transport planning (Go Skills), new and enhanced roles (Skills for Health), internationalisation (Skillfast), managing a diverse workforce (People 1st), inter-agency project management skills and managing distance workers (Asset Skills) are examples of areas where new skills and more managers are required. Skills for Justice, Improve and Skillsmart Retail are among many SSCs which agree that managers need enhanced strategic competencies to

understand the political, economic, social, technical and regulatory environment, as well as anticipate, innovate and manage change on a continuing basis.

Criticisms of the current system

The current system of learning and qualifications comes in for criticism from many quarters for a number of reasons:

1. **Complexity.** The current qualifications system is seen as complex, difficult to understand and full of duplication and redundancy.
2. **Bureaucracy.** S/NVQs come in for criticism, particularly from Skills for Logistics as being bureaucratic.
3. **Oversized.** Training programmes and qualifications do not meet the specific and immediate needs, particularly of SMEs.
4. **Variable quality.** Training providers and courses are considered to be of variable quality.
5. **Not delivering business benefits.**

Features of future learning and qualifications systems

The SSAs and SQSs strongly support the findings of our Phase 1 report as to the features (or “principles”) that the management, leadership and enterprise learning and qualifications system of the future should display. These include:

1. **Accessible and easily understood.** There are loud calls for rationalisation of qualifications and a simplified qualifications framework that is easily understood by everyone. Learning and qualifications need to be easily accessible through a “one-stop-shop”.
2. **Based on NOS.** Whilst different SSCs show varying levels of enthusiasm, there is a general consensus that NOS should provide the framework – “common currency” or “roadmap” – upon which learning and qualifications strategies should be based. Skills for Health makes the point that NOS (or “competences” in their parlance) can be used for other purposes including curriculum development, strategic workforce redesign and career pathways.
3. **Unitised with accumulation of credits.** NOS also provide the opportunity to offer learning and qualifications in a unitised format. The expression “bite-sized chunks” appears time and again in the SSAs and SQSs. There is, however, general recognition that these bite-sized chunks should be capable of being built up into meaningful qualifications.
4. **Demand-led.** Learning and qualifications need to be designed by employers, deliver real business benefits and meet a tangible demand. NOS and Foundation Degrees are offered as examples of how to ensure learning and qualifications are demand-led. Cogent urges closer links between industry and academia. Skills for Health makes the point that the goal of learning must be skills, not qualifications.
5. **Delivered at the right time, in the right way.** This recognises that there needs to be a revolution in the way we think about delivering learning. The most popular ways of learning in many sectors are work-based, on-the-job, in small doses, delivered at times that suit the individual and the business. Action learning, peer learning, networking, coaching and mentoring are gaining popularity as effective modes of learning for

managers, leaders and entrepreneurs. Creativity is needed in the design of learning opportunities.

6. **Recognition of formal, informal and non-formal learning.** Accreditation on Prior Experiential Learning (APEL) processes are required and non-accredited learning needs to be recognised.
7. **Support for continuous development and career progression.** Asset Skills emphasises the importance of providing ways in which small units of CPD can be accredited and most SSCs agree that learning and qualifications should be portable and support individuals' career progress. The Children's Workforce Development Council emphasises the need for qualifications to encourage progression both vertically and horizontally and enable people to move smoothly from one occupational sector to another.

Development of sector management and leadership qualifications

Whilst recognising the centrality of the Management and Leadership Standards, a number of SSCs are seeking to tailor these to their own sector contexts, and some are planning to develop sector management qualifications and learning packages (e.g. MSc in Construction Management, IT Strategic Management Toolkit, SummitSkills' sector-specific programmes). This may be laudable in making the generic standards and qualifications relevant to managers in their sectors, but it runs the danger of making the system more, not less complex.

Funding

Clearly, through the SSAs in particular, SSCs are beginning to find ways to access funding for the development of managers, leaders and entrepreneurs, with the main contributors identified being LSC, ELWa, NETP and Local Initiative Funding. Skills for Health advocates organisations forming partnerships or consortia to leverage funding. Asset Skills has developed an online directory of funding sources, including those available for business start-up, business development, management and leadership and training and qualifications.

SMEs and Entrepreneurs

SMEs have been mentioned numerous times in this section, but it is worth underlining the two key points that are made:

1. **It is notoriously difficult to get SMEs to engage in any form of training** that is not made compulsory by statute or the threat of being put out of business.
2. **Entrepreneurial skills are different to management and leadership skills** – there are overlaps in the skills sets, but there are also aspects that are distinctively unique (see the SFEDI section below). Courses for corporate executives are unlikely to meet the needs of someone setting up their own business.

Conclusion

The emerging SSAs and SQSs from the different sectors paint a similar picture to that described in our Phase 1 report, with naturally different drivers and emphases in the different sectors. The principles we have established are, however, generally supported.

Of concern, maybe, is the less than 100% support for the notion that learning and qualifications strategies should be based on the Management and Leadership standards, and the danger of the SSAs and SQSs spawning a plethora of new sector-specific management and leadership standards and learning opportunities that may lead to further confusion in the market, rather than the rationalisation employers and learners seem to be asking for.

The opportunity is to reflect sector concerns within the Management, Leadership and Enterprise Learning and Qualifications Strategy and use this strategy to help guide the direction of the SSAs and SQSs as they continue to develop.

The following sections of this report highlight the key issues about management, leadership and enterprise learning and qualifications found in the documents published by the various SSCs and other sector bodies.

Asset Skills

STATUS: Asset Skills have produced final documents for Phase 1 and draft documents for Phase 2

In October 2004, Asset Skills produced a consultation document to discuss management and leadership needs within the Asset Skills sector. Since that date Asset Skills have produced final and draft documents for Phase 1 and 2 of their Sector Skills Agreement.

In the October 2004 consultation document Asset Skills have identified the need to:

- engage with managers across the sector and promote management training and development. *(1 Section 1 and 3)*
- develop technical staff to take on supervisory management roles. *(1 Section 1 and 3)*
- embed new management and leadership standards across the sector and rationalise existing qualifications to ensure the skills mix of the sector is fully met. *(1 Section 1)*

Existing workforce development analyses indicated that the sector has a diverse range of leadership and management concerns. This will ultimately impact on how Asset Skills should develop support on leadership and management across the sector:

- special management needs of micro/small and medium enterprises (SMEs) with focus on business start-up, growth, sustainability and developing sole-trader business operating skills *(1 Section 1)*
- special management needs of voluntary, community and related not-for-profit organisations (particularly housing associations) *(1 Section 1)*
- special management of others skills for surveyors *(1 Section 1)*
- need to develop operational supervisory roles through development of existing staff *(1 Section 1)*
- inter-agency project management skills in public/private contexts, and multi-agency joint venture projects especially social/community work management issues around compliance, best value monitoring and quality criteria *(1 Section 1)*
- management of “distance” workers including home workers, flexible working and on-site autonomous working *(1 Section 1)*
- business development skills including contracting, tendering, marketing and business capture competitive markets *(1 Section 1)*
- multi-service management skills particularly in a facilities management context *(1 Section 1)*

Challenges that face the Asset Skills sector include:

- Looking beyond the United Kingdom for new business practices. Research suggests that companies that are engaged in international business tend to be more innovative, competitive and generally engaged in higher levels of R&D. *(1 Section 3)*
- Deficits in management training in the UK. The need for management training will increase and become an even more salient issue in the drive to raise productivity and business survival. *(1 Section 3)*

Responding to these challenges would require inspirational leadership, stronger management skills, working in partnership with others, entrepreneurial skills, business

management, change management, managing diversity, a highly trained workforce and a flexible labour market; a challenge for both the employers themselves and the organisations that support them. (1 Section 3). It would also require a response to management training provision. Asset Skills have identified that management training provision requires greater flexibility in terms of modular delivery and flexible continuous professional development (CPD) packages focused on specific skills development (e.g. Financial Understanding, Leading Teams, Managing Staff at a Distance) (1 Section 1 and 3):

- Qualifications need to be rationalised and made more flexible to reflect the changing skills mix required in leadership and management including flexible working, portfolio working and cross-disciplinary management skills. This relates to the need to produce an integrated suite of CPD opportunities which assist transfer and career progression (1 Section 1)
- Training provision needs to be linked to employer access to funding sources (e.g. Learning Skills Council [LSC] funding for small business development, Local Initiative Funding [LIF] for individual company projects) and Asset Skills could broker/facilitate this as a direct contribution to adding value to the sector (1 Section 1)

A common message from each sub-sector was the need to deliver better quality managers in order to foster growth. Within England, more than 2000 employers identify skill gaps amongst managers, with this also being the case for significant numbers of employers elsewhere in the UK. Programmes of continual, professional development will be vital to ensuring that the sector has managers who can adapt to and thrive in conditions of continual change. A number of core elements were cited for management programmes:

- Communication
- Negotiation
- Project Management
- Financial management
- Leadership

(1 Section 3)

Policies for skill development in Wales include ELWa acknowledging the need to meet the demands of business and reflect sector learning priorities in order to develop the workforce and learning within the workplace. ELWa has made the following recommendations:

- Support customised skills development for SMEs targeted at those which demonstrate most potential
- Give greater priority to Management Development and Leadership

The Skills and Employment Action Plan for Wales 2005 recommended that ELWa work with the Wales Management Council to develop an improvement plan for management and leadership development incorporating recommendations from its review of workplace learning including:

- A dedicated budget to develop networks of providers with Management Development and Leadership Competence;
- Developing a delivery model for management training in small and micro businesses including, workshops, networks of managers and mentoring support;

- Ensuring that the Credit and Qualifications Framework for Wales (CQFW) recognises and accredits the full range of Management Development and Leadership learning.

(1 Section 3)

Other priorities and activities for Asset Skills include:

- Embedding the new leadership and management standards within the sector (1 Section 1)
- Development of an Asset Skills Leadership and Management Forum (1 Section 1)
- Developing a CPD structure for Supervisory Management (1 Section 1):
 - a) *Supervisory “conversion” programme based on specific NOS linked to training provision for skilled technical staff moving into supervisory roles. Possible new qualification or use of existing one or recognition towards an appropriate qualification.*
 - b) *Development of new focused training modules on identified skill needs of supervisors within the sector (e.g. Leading Teams, Managing the work of Others, either directly through project funding or in conjunction with approved training providers)*
 - c) *Provision of a careers development service for supervisors and those moving into supervisory roles*
 - d) *Creation of a suite of CPD Certificates based on selected NOS which reflect the variety of occupational pathways and skills mixes which will guarantee recognition and progression across the sector*
- Establishing an Approved Leadership and Management Training Provider Network
- Developing an Asset Skills Small Business Support Service
- Review and Re-development of NOS and Qualifications within the Sector (1 Section 1):
 - a) *Review existing qualifications in the light of restructured leadership and management standards to ensure functions needed by sector are still fully represented*
 - b) *Review and rationalisation of existing qualifications structures to ensure future skills mix is fully represented and to identify any skills gaps that require new NOS*
 - c) *Development of a suite of CPD Certificates using appropriate mixes of NOS to reflect the leadership and development needs of the sector linked to appropriate unit-based and modular training provision (1 Section 1)*
- Have developed and published a funding directory, which reflects the different structures and systems across the 4 home nations and between regional funding initiatives and providers. The funding directory provides contacts and hyperlinks to all relevant funding bodies. (1 Section 4)

Enterprise:

The challenge for UK companies in today’s global economy is to make innovation a key part of their strategies, embed innovation into the workplace and to move from competing on the

basis of low costs to competing on unique value and innovation. These competitive strategies require a new perspective on management leadership and employee skills.

(1 Section 3)

Automotive Skills

STATUS: Automotive Skills have produced draft documents for Phase 1 and Phase 2

Management and Leadership skills have been identified by Automotive Skills as one of five key areas of gaps and shortages the sector needs to focus on. (2 Section 1). The lack of management and leadership skills in the sector has possibly contributed to the poor image the sector has in the wider public. The sector still faces the threat of a super complaint by the National Consumer Council because of concerns about poor consumer protection across the service and repair sector. (2 Section 1)

The main issue Automotive Skills face regarding management and leadership is that the proportion of managers in the footprint with a qualification to Level 4 or above is just 14%. This is a lower proportion than any other sector of British industry. A further 16% of managers have no recognised qualifications whatsoever – higher than any sector bar two. (2 Section 1). The research further concluded that managers:

- need skills improvement and training as much as technicians do
- are under too much short-term pressure and are not sufficiently trained to manage the way they need to
- are from sales or finance backgrounds, meaning that there needs to be career progression for those from other disciplines

(2 Section 1)

This sentiment is also confirmed by the Automotive Skills Employer Validation Survey. Managers who operate in the sector were asked to state whether they definitely agreed, tended to agree, tended to disagree or definitely disagreed with the statement that managers in the sector will need to have far better leadership skills if business performance is to improve. Just under three quarters (73%) said that they definitely agreed. This issue is absolutely fundamental to the future of the downstream motor industry. (2 Section 1)

The challenge regarding this issue is that of employers themselves have informed Automotive Skills that much management thinking in the sector is silos-oriented (i.e. within function or department) and short-termist (this week/month), with a predominance of a blame culture. The root cause is the bureaucratic outlook of many businesses, which are not behaving as learning organisations. (2 Section 1)

A quantitative survey showed Management and Leadership training were seen as priorities by the 'exemplar' employers, but were offered by only 25-40% of businesses overall, and even fewer in the case of businesses with less than 10 employees. For example, nearly 90% of these small companies provided no sales training. The Stage 2 quantitative survey identified that the most common type of training arranged for employees in the sector in the last 12 months was Technical (79.2%), Health and Safety (69.3%) and Induction (50.5%) training was also provided by more than half of employers. However, upskilling in Management, ICT and Supervisory Skills were less strongly emphasised. (2 Section 2)

Automotive Skills have developed Automotive Retail Management Standards (ARMS), a set of Level 4 (NQF Level 5/SCQF Level 8) management and leadership standards which are industry specific and now recognised by the UK regulatory authorities as a leading-edge

benchmark against which managerial performance can be measured. These can also be used as a mechanism for management development enabling organisations and training providers to develop first class management training provision based upon their content. It will be important for Automotive Skills to promote this tool to existing managers as well as those that join or are promoted from within the industry. This will contribute to reducing the skills gap that currently exists within this occupation. (2 Section 1)

Two qualifications have been developed to recognise those who can demonstrate that they meet the ARMS benchmark. They are awarded jointly by the IMI and the CMI (Chartered Management Institute). In February 2006, these qualifications gained the status of being recognised within the national qualifications framework at Level 5. They are:

- The Certificate in Automotive Retail Management, which is designed for line managers and potential line managers who meet the requirements of the first ten units of ARMS. As the candidate progresses through the units they will apply their learning to in-house projects driven by the needs of the business.
- The Diploma in Automotive Retail Management which is designed for those managers who can, not only meet the requirements of the Certificate, but can also demonstrate that their learning is integral to their role within the business operation.

Universities can also include the ARMS in their degree programmes. (2 Section 2)

Looking to the future, training providers, larger employers and public bodies all foresaw a substantial shift toward increased management and leadership training in the sector, something that is generally agreed to be required to improve efficiency and competitiveness in the sector. (2 Section 3)

Enterprise:

It is crucial to the improvement of productivity that entrepreneurship is encouraged within an economy, and that government supports people who take opportunities and risk. A strong entrepreneurial base is a driver of growth and prosperity in an economy. It has recently been argued that new and more dynamic businesses increase competitive pressures in markets and facilitate the introduction of new ideas, technologies and more efficient working practices. (2 Section 1)

Despite the strong growth in the number of SMEs since the 1970s, rates of entrepreneurial activity in the UK are moderate by international standards, especially when compared to countries such as the United States. (2 Section 1)

It has been indicated that many businesses were deciding to leave the motor industry because of low profitability, in part due to the requirements to invest significantly in physical capital. This may also be a barrier to others entering the industry. (2 Section 1)

As profits in this sector fall, and businesses consolidate, more may need to be done to encourage entrepreneurs to take risks in the industry. There may also be a need for current managers to be trained to a higher standard in order that they may be better placed to make strategic business decisions. (2 Section 1)

Cogent

STATUS: Cogent have produced draft documents for Phase 1 and Phase 3

Employers within the Cogent footprint have highlighted there is a gap in management and leadership skills among the Cogent workforce. They have clearly identified a skills shortfall at management level. Team working skills and leadership skills are high on the priorities. (3 Section 1). Furthermore, the sector has reported that for organisations to succeed, leadership is needed at every level in the company. (3 section 1)

Factors affecting the sector in terms of global competition, advancing technology, changing working practices etc workplace activities, skills and working practices highlights change management as a specific area for management and leadership development. Managers and leaders require the skills to be able to cope with change and lead their teams through it. Leaders and managers across the sector have a role to play in encouraging and supporting workforce development and motivating their teams. (3 Section 1). The changes in industry demand new management and leadership skills and a changing mix of skills, such as the rise in need for project management skills which increasingly highlights a requirement to shift from operations management. (3 Section 2)

Not only is there a skills challenge among the Cogent workforce there are difficulties in filling vacancies. The oil and gas industry indicated in 2005 that 50% of firms reported difficulties in filling some vacancies, while two thirds reported difficulties in recruiting for specific occupations. The difficulties centred on management, professional and technical personnel. (3 Section 1). Other skills lacking (among applicants) were problem solving, management, communication, and team working skills cited by one in five employers with skills shortage vacancies. (3 section 1)

Cogent have identified their activities to focus on workforce development to level 3 and management and leadership development. Impact of various skills indicators for Energy & Chemicals suggests Managers and Intermediate-level qualifications have a positive impact on TFP (Total Factor Productivity) level. These should be maintained to sustain productivity levels. (3 Section 1)

Training is the intervention most frequently funded or arranged to tackle skills gaps including supervisory and management. (3 Section 1). The larger companies tend to have in place management training schemes, CPD models, and extensive health, safety and environmental training programmes. (3 Section 2). However, this provides Cogent with further challenges as in many cases these training programmes are developed and delivered in-house, and receive no recognition from other employers and academia (i.e. they are not accredited, and have no recognition in qualifications frameworks). Furthermore, no distinctive interventions have been put in place to address the emerging skills needs in business improvement for current employees, to drive forward process and productivity improvement. (3 Section 2)

Enterprise:

Cogent have identified that successful set up of new enterprises with innovative products and services is a key factor for sustainability, particularly in the globally competitive chemical and polymer industries:

Industry	Enterprise Story
Chemicals & Polymers	<p>The Chemistry Leadership Council has investigated successful spin-out enterprises from universities covering both the chemicals and polymer industries. Industry consolidation and the push to minimise costs in the chemistry based industries has had an impact upon the domestic industry in innovation and invention. The work investigated the critical success factors for spin-out enterprises and identified a range of areas for action to support success including: need to balance conflict between entrepreneurial requirement for business viability and university focus on academic research; lack of clarity in labyrinth of government and support agencies. Closer links between industry and academia need to be forged to assist in these areas, in particular in the development or injection of business management skills from industry into spin-outs and technology transfer offices.</p>
Nuclear	<p>2006 will see an opening up of competition in the sector as the NDA invites companies to bid for contracts for the operation and management of assets. Competition is the NDA's primary mechanism for encouraging performance improvement and bringing in new ideas and experience. This contract management style approach has been adopted from the United States. It is expected new companies will be operating in the industry with an anticipated increase in demand for workforce with project management skills to meet this requirement.</p> <p>New build opportunities for the supply chain are more than 5 years away and operation of new plant at least 8 years away.</p>

(3 Section 1)

ConstructionSkills

STATUS: ConstructionSkills have a final Sector Skills Agreement

Developing management and leadership skills across England, Wales and Scotland is a key priority for ConstructionSkills with a particular need for introducing new management styles to deal with external pressures and to accommodate the workforce of the future.

...This is due almost entirely to the shift in focus towards a process driven industry that requires much more control. The move to integrate planning, design and procurement seamlessly into the construction process has necessarily placed more emphasis on the inputs of design and management professionals as well as the outputs of contractors. The knowledge and experience of managers, professionals and non manual staff can be used to aid the allocation of resources more effectively, and to pre-empt and prevent problems. (4 Section 1)

However, it is reported that a significant number of construction sites across the UK are currently being managed and supervised by people with no formal managerial or supervisory training or qualifications. In Scotland it is reported significantly lower than the UK at 21% of construction sites. (4 Section 3)

ConstructionSkills have proposed the following solutions to develop management and leadership skills:

- a Management and Leadership Framework is being developed for the industry, to assist in benchmarking industry and company management and leadership skills and their effect on performance. This identifies career progression paths and the relevant training and development provision. (4 Section 1)
- a pan-industry fund of £2m per year has been established to provide relevant management and supervisory training. Through this, unitised courses have been developed to meet the needs of different sub-sectors and are being delivered with the support of individual federations. (4 Section 1)
- to co-sponsor MSC in Construction Management with HE sector. (4 Section 3)

Contribution from employers and bodies to address the management and leadership skills issue include:

- Involvement in Management & Leadership Skills Profiling. (4 Section 1)
- Development of appropriate Management & Leadership skills within undergraduate courses. (4 Section 1)
- Ensure all levels of management have routes for development. (4 Section 1)
- Provide training opportunities for management staff to develop management techniques. (4 Section 1)
- Developing management and leadership skills. (4 Section 1)
- Signposted access to relevant training and development. (4 Section 1)
- LSC commitment to promoting the management and leadership skills offer as part of a fit for purpose Sector Qualifications Strategy – the LSC would see this as an integral part of the NETP offer. (4 Section 1)

- WDA have already established links with the Construct Wales project with the need to consider appropriate support for customised sector programmes for the industry. (4 Section 2)
- ELWA aims to help deliver a tailored leadership development programme to a cohort of 20 employees employed as supervisors/managers in the construction industry. (4 Section 2)

The features or broad 'principles' ConstructionSkills have identified are:

- a 'one stop shop' approach to training advice that is simple to access and offers consistent guidance to construction employers. (4 Section 1)
- unitised courses have been developed to meet the needs of different sub-sectors. (4 Section 1)
- should be informed by a national framework or 'roadmap' of higher education programmes and routes to professional qualifications. (4 Section 1)
- the Occupational Standards provide a powerful, multi-purpose tool for industry employers, individuals, professional institutions, learning and training providers, as well as being a potential strategic planning tool. There is a long-term strategy to introduce Occupational Standards into the life of the industry so that value is added by enabling the industry to use the Occupational Standards as a 'common currency'. (4 Section 3)

Creative and Cultural Skills

STATUS: Although no Sector Skill Agreement documents Creative and Cultural Skills do have a Cultural Leadership Programme

The Government has invested £12 million in a two-year Cultural Leadership Programme that will promote excellence in management and leadership within the cultural sector:

“As it hones the leadership skills of talented high flyers in cultural organizations throughout the sector, it will also promote the emergence of a more diverse group of cultural leaders, drawing on the wealth of talent and potential in the wide range of communities that make up contemporary British cultural life. The cultural sector is not alone in addressing its leadership challenge. The Cultural Leadership Programme will create new opportunities for collaboration across the public and business sectors. I am convinced that such interaction will enrich the cultural sector, the wider economy – and the nation as a whole – for generations to come.”

Rt Hon Gordon Brown MP - Chancellor of the Exchequer

June 2006 *(5 Section 1)*

Creative and Cultural Skills, through the Cultural Leadership Programme, will focus on:

- ensuring that the skills base and support networks for creative leaders are fit for purpose *(5 Section 1)*
- enabling a more diverse range of people to be leaders *(5 Section 1)*
- providing development opportunities for current and prospective leaders at different stages of their careers *(5 Section 1)*
- securing a long-term legacy for cultural leadership by connecting the programme to other major skills developments. *(5 Section 1)*

Based on extensive sector consultation, Creative and Cultural Skills have identified six focus areas. Each meets a specific need. All will help develop a new generation of cultural leaders.

Intensive leadership development

The Clore Leadership Programme, working with selected universities and business schools in England, will deliver a series of two-week intensive residential courses designed to cultivate the skills of emerging cultural leaders. These courses are for people with at least five years of experience in the middle ranks of larger cultural organisations (or for those at or near the top of smaller ones). *(5 Section 1)*

Better informing the career choices of people in the sector

Leaders – current and prospective – progress by broadening their experiences and increasing their knowledge. With that in mind, the Cultural Leadership Programme will create a dedicated online service and web portal. *(5 Section 1)*

Opportunities for emerging and mid-career leaders

The Cultural Leadership Programme features a work-based initiative. This will be demand-led and focus on peer learning, networks, coaching and mentoring. Action learning sets will

support participants in experimenting with new ways of working within their current organisations. A pilot initiative, with 15 partner networks, began in April 2006. *(5 Section 1)*

Powerbrokers Black and minority ethnic development programme

A diverse society needs cultural leaders from every part of the community. Powerbrokers will start to address the existing imbalance by ensuring a high level of participation in the Cultural Leadership Programme by people from Black and minority ethnic backgrounds. *(5 Section 1)*

Governance development

Good governance has rightly become an overarching leadership issue, transcending sectors and disciplines. A major role for the leadership programme will be to establish and promote best practice for governance bodies within cultural organisations. *(5 Section 1)*

Developing entrepreneurs as leaders

Our call for ideas raised issues that cultural entrepreneurs face in their career development. Consequently, we will work with a group of entrepreneurs to define their leadership learning needs and create appropriate opportunities to run from April 2007. *(5 Section 1)*

CWDC (Children's Workforce Development Council)

STATUS: The Children's Workforce Development Council is working with its partners in the Children's Workforce Network to develop an Integrated Qualifications Framework (IQF).

The principles that the IQF will adopt include:

The IQF will:

- **Be a unit based framework with each unit being assessable and assigned a credit rating**
- **Have 8 levels, up to and including higher education and professional level qualifications. Qualifications that sit on the IQF must also link with and provide entry to the range of regulatory frameworks that impact on members of the children's workforce**
- **Be compatible with other national and international credit frameworks**
- **Have a unique selling point in that all qualifications which are included on the Framework will have been endorsed as 'fit for purpose' by the sector**
- **Develop rules of combination so that qualifications developed from the units on the IQF are fit for purpose and meet the needs of employers as well as the development needs of individual workers**
- **Use terms defined and clarified to create a common understanding for everyone in the workforce**
- **Allow for and encourage progression both vertically and horizontally, as individuals develop their careers in ways that suit their professional and personal needs. This will be supported by the development of appropriate skill sets (SS) and/or transition modules (TM) to enable people to move smoothly from one occupational sector to another**
- **Include a series of 'transferable units' that will include the core skills and knowledge that have been identified as essential for the children's workforce. These will be developed at the different levels in the Framework. For HE and professional qualifications, it is proposed that a set of sector endorsed learning outcomes will inform the structure and content of curricula**
- **Consider the requirements of those authorities that are responsible for the regulation of parts of the children's workforce when including qualifications on the IQF, so that people entering those professions are not disadvantaged**

(6 Section 1)

ECITB (Engineering Construction Industry Training Board)

STATUS: The ECITB has conducted a study into skills in the engineering construction sector. The Skills Profile of the Engineering Construction Industry Report details the findings of the research.

The Skills Profile Report identifies Client Relationship Management and Project Management as the weakest competence within the sector. (7 Section 1)

The report also identifies that the future will require:

- Greater productivity.
- More innovative and complete solutions.
- A better-managed and more flexible workforce.
- Greater service through commercial and technical flexibility (7 Section 1)

To achieve this requires both changes in the nature and structure of the skills employed in the sector. It requires multi-skilling across all types of employee; it requires new types of contracts and relationships with clients; and it requires new skills in management. (7 Section 1)

An action identified by ECITB to fix the future is:

- A supply of better, work ready and highly skilled graduates into design and management positions in contractors' organisations that are able to understand client issues and employ new technology and methods to increase the performance of both contracting and client sectors. (7 Section 1)

Energy and Utility Skills

STATUS: Energy and Utility Skills have final documents for Phase 1 and 2 of their Sector Skills Agreement.

Historically, managers and professional occupations have been less likely to report a skills gap – this is perhaps due to stringent recruitment and selection methods for these roles or the process undertaken as part of a long term career progression plan/route. However, in 2005 managers reported the highest skills gap. (8 Section 1)

The general areas of skills gaps in the waste industry, particularly, show that there appear to be gaps in leadership and management skills including supervisory levels. (8 Section 1).

Nearly two-thirds of organisations reported that managers needed to improve their management skills. (8 Section 1). Furthermore, a great deal of retention is supported by ‘good leadership’ skills and motivational techniques. From discussions with employers, these skills seem to be lacking in many senior staff positions. (8 Section 1). One critical skills area identified by the contractors was the need to improve the performance of their supervisors. (8 Section 2)

Within the electricity, gas and water industries, there are proportionately more managers employed than across the whole economy and the industries suffer from relatively fewer management skills problems (based on a range of indicators) when compared to other industries of the UK economy, although improvements could be made. (8 Section 1)

The introduction of new technology, the emergence of multi-utility companies and the application of total quality management are leading to the development of a multi-skilled workforce. This is true not only in the sense of workers having a wide range of technical skills, but also in the sense of workers having to combine technical skills, IT skills and softer skills, such as customer care and leadership. (8 Section 1). Upskilling of managers and professional staff is needed to understand new technologies and processes. (8 Section 1)

Furthermore, similar to the electricity industry, the water industry also employs relatively few 16-24 year olds and a higher proportion of 35-54 year olds. The reason for this is likely to be the industry’s relatively high need for managers, professionals and associate professionals. This suggests that whatever else happens, having effective upskilling and retention policies will become increasingly important for organisations in the future to tap into the increasing pool of older labour. (8 Section 1)

EU Skills employers are generally happy with the more general training provision, such as that for managers and the more generic roles, clearly telling EU Skills that they need a range of industry specific standard. (8 Section 1 & 2). Over 50% of managerial staff receive off-the-job training. Job specific training appears to be the most widespread type of training supplied by establishments (94.5%). Soft skills for supervisors and team leaders, such as, man management, dispute resolution and career progression are particularly in demand. (8 Section 1). Despite this, managers tend to be unqualified and are often recruited from technical posts. Many employers require the development of a qualification or training package, particularly for first line supervisors and agents, that is modular based and recognised across the whole sector. (8 Section 1 & 2). Contractors are clear that a priority for

them is the development of a flexible, transferable, multi-utility qualification for their supervisors based on National Occupational Standards. (8 Section 2)

The waste management industry is structured somewhat differently however. As a more labour intensive industry, it employs proportionately fewer managers than the other utility industries. Anecdotal evidence suggests that the managerial skills needs of the waste management industry are currently adequately catered for by current Further Education/Higher Education provision. (8 Section 1)

Furthermore, the number of managerial qualifications looks to be adequate to meet the future needs of the sector. This over supply is apparent, even for specific EU Skills sector industries, with it being unlikely that the UK will experience any skill shortages over the forthcoming years. Clearly, other sectors may wish to recruit from the same pool as the energy and utility sector, but the extent of this oversupply suggests that some rationalisation of provision to meet the current needs of the sector is necessary. (8 Section 2)

The main actions identified by EU skills include:

- The National Employer Training Pilot (NETP) is working in partnership with the Learning and Skills Council (LSC) to implement the regional roll out of National Employer Training Programme from 2006/07. This programme will provide an attractive training and business support offer to employers, including management and leadership development for SMEs. In England, this is the key policy driver. EU Skills needs to understand what this means for each region and the impact it has on developing solutions for employers. (8 Section 1)
- The issue of management and leadership for the future revolves around ensuring that, primarily at the first line supervisory level, sufficient and sustainable progression routes exist. As the industry has reduced numbers over the last decade, the pool of available resources for promotion to management positions has diminished. A successful outcome of this initiative will deliver, through a collaborative approach, an industry standard framework for external recruitment and/or internal progression for people to operate effectively at the first line manager level and above. If necessary, this framework could be utilised to facilitate consolidated operational recruitment for a number of employers. (8 Section 1)

Enterprise:

Enterprise, or the seizing of new business opportunities by both start-ups and existing firms, is an important source of productivity growth and wealth creation. Barriers to enterprise are lighter on average in the UK than in France or Germany, with the UK performing well in terms of levels of administrative burdens and start up costs. The UK came 9th in the World Bank's "ease of doing business" index, behind the US, but comfortably ahead of France and Germany. Start-up firms are also better supported in terms of access to finance, where the picture is again more positive than France and Germany. This is only really a major issue in the waste management and gas (downstream) industries, where barriers to entry are low. Generally, across the main utility industries, capital and regulatory requirements limit new enterprise activity, although, increasingly, new players are entering the supply and trade of electricity of gas. A large number of niche markets exist within the waste management industry, which present an attractive opportunity for smaller employers, sometimes subcontracted to larger integrated waste management companies. (8 Section 1)

ENTO

STATUS: ENTO has developed an SQS for Health and Safety and is currently working on SQS for other areas within ENTO's remit.

The Health and Safety Qualifications Strategy needs to take into account those of all ages, including those about to enter the workforce, from generic health and safety at work awareness, to practitioners, and those in specialist industries or sectors, and those for whom health and safety forms part of their role. The consensus therefore is that the Strategy should take into account five broad Strands (*9 Section 1*):

- 14-19 (Full-time education)
- General Awareness
- Managers and supervisors
- Practitioners
- Professional level (MBAs, etc)

The Strategy, initially, is only dealing with general health and safety awareness, understanding and developing competencies of workers. Sector Skills Councils, Sector Bodies and Standards Setting Bodies will need to build the detail around this general framework into their Sector Skills Agreements and Sector Qualifications Strategies. (*9 Section 2*)

E-Skills

STATUS: E-skills have a final Sector Skills Agreement and their Sector Qualifications Strategy is at the Consultation (draft) stage.

There is obviously the need to improve IT cross sector including basic skills and higher level skills. Careers in IT are demanding the need to improve the mix of technical, business, interpersonal; and project management skills. With this in mind new degree models have and are being formed such as the new employer-designed Information Technology Management for Business BSc (Hons) degree. *(10 Section 1)*

Furthermore, management and leadership skills are highlighted as a need for this sector. The Skills for Business Network will collaborate to develop the cross sector skills framework underpinning the IT Strategic Management Toolkit. *(10 Section 1)*. This toolkit will be used as part of the management and leadership programme.

The features or broad 'principles' undertaken by E-Skills include a more simplified qualifications strategy, which is supported and demanded from employers. Commitment has been given to support the unitisation within the Framework of Achievement as part of the IT Sector Qualifications Strategy. *(10 Section 1)*

Other features or 'principles' undertaken by E-Skills qualification strategy include:

- There will be recognition and aggregation of 'chunks' of learning by flexible records of achievement, with all qualifications, learning and training positioned within a coherent level and credit framework. *(10 Section 2)*
- Only qualifications and other learning approved as meeting the criteria set out within the SQS implementation plans will be eligible for public funding. *(10 Section 2)*
- All IT and Telecoms professional-related qualifications and learning provision will be based on the relevant National Occupational Standards and linked to the Skills Framework for the Information Age. *(10 Section 2)*

E-Skills have identified various actions and priorities, which include:

- Prepare the future workforce, by ensuring that the ICT-related curriculum in schools, colleges and universities prepares students for successful employment – whether in IT & Telecoms professional careers, as future business managers or as users of IT. *(10 Section 2)*
- Further the SSA has identified those performing business management and leadership roles as being in need of increased ICT awareness and knowledge, above and beyond IT user skills. *(10 Section 2)*

Financial Services Skills Council

STATUS: Financial Services Skills Council are currently working on the initial stages of the SSA (this will be lead through the Skills Bill Programme) and have no published or released documents to date.

GoSkills

STATUS: GoSkills have produced a draft document for Phase 1

GoSkills perceive a considerable growth in transport planning giving rise to future skills needs such as management and planning, project management and demand management. However, there is a tradition with the GoSkills sector of management responsibility being gained through experience in the industry rather than graduate entry. (11 Section 1). Employers throughout the sector in Northern Ireland have identified management as a significant skills gap. (11 Section 5)

Qualifications in customer service and management are important to the sector. The most popular awarding bodies offering generic provision to the sector are City & Guilds (particularly customer service and ILM qualifications) and Edexcel (particularly management qualifications – CMS and DMS). (11 Section 2, 3 & 4)

In terms of sector specific, most of the NOS and qualifications for the sector have been developed to support job roles at operative levels such as drivers. Although there are some qualifications for roles at supervisory level, there is little available for higher-level job roles. Recent research into higher-level skills needs, identified employers' interest in higher-level skills and in the development of staff in managerial and strategic roles as well as those in technical roles at higher levels. There is a growing need for the development of new NOS to underpin Foundation Degrees and other higher-level skills provision for the sector. (11 Section 2, 3 & 4)

The challenge for GoSkills is to provide a management and leadership framework to a sector where:

- there are no clear career progression routes and lacks a culture of continuing professional development although there is a need to bite sized training rather than longer courses (11 Section 1)
- there is little public funding and the costs of training fall with the operator. (11 Section 1)
- training budgets, if there are any, are spent on mandatory training to meet safety requirements and tend not to lead to qualifications (11 Section 1)

and

- sole traders and SMEs find traditional methods of training difficult to justify and engage with due to the required time away from the job. (11 Section 1)

The passenger transport sector is a diverse sector and each of the industries within the sector has different needs. The following is a summary of the key areas GoSkills will be focusing on for future work in England:

- Credit and Qualifications Framework – work with QCA to ensure that employers in the sector have maximum benefit from the new credit framework
- 14-19 provision – work with partners on the new Specialised Diplomas to ensure maximum benefit for the sector
- Higher level provision – work with Foundation Degree Forward, employers and providers and other partners to expand the provision for the sector

- Apprenticeships – continue to refine and expand the frameworks available whilst also promoting the benefits of apprenticeships to encourage wider take-up across the sector
- Qualifications for SMEs and the self-employed – work with awarding bodies, QCA and LSC to ensure that appropriate qualifications are available and accessible to SMEs and the self-employed.

(11 Section 2)

Enterprise:

A major issue for the sector is the lack of external training provision available. This means that employers must either provide all training in-house or opt out of the qualification / apprenticeship system – the majority of employers fall into the latter category as only larger employers have the capacity to provide a full, work-based learning training programme without external support locally. SMEs are particularly affected by the lack of external training providers. As a result, there is a very low take-up of work-based qualifications and modern apprenticeships in Wales. *(11 Section 4)*

Government Skills

STATUS: Government Skills are currently working on the initial stages of the SSA and have no published or released documents.

It is too early in the development of the Government Skills Sector Skills Agreement to say whether there are any management and leadership issues emerging in this sector. However, they do have a management and leadership development strategy encompassed by Professional Skills for Government. PSG is the skills framework that sets the skills requirements for the Senior Civil Service, and the level immediately below that. PSG is a UK wide programme and it has been developed with employers, heads of professions, and academics from all parts of the UK with employees in all parts of the UK. A lot of work has been undertaken with the National School of Government to tailor both leadership and management training to meet the requirements of PSG. National School of Government run a number of leadership programmes, including cross sector leadership development. These programmes and PSG will be influenced as the SSA is developed. (12 Section 1)

Improve

STATUS: Improve have final documents for Phase 1 and Phase 2.

In common with all other sectors, there are issues with generic skills such as management, supervision, communications, team working, literacy and numeracy. These are being addressed at a wider level by the Skills for Business Network and the funding bodies of each nation. *(13 Section 2)*

The implications for food and drink manufacturing is that the world will always change, niche products become mainstream quickly e.g. smoothies. Therefore the workforce requires skills in managing change and understanding how best to adapt their processes. *(13 Section 1)*. Consumer changes - the changes in intermediate and final demand caused by changing incomes, population, tastes and lifestyles – causes a further challenge to this sector. These drive increasing skills in marketing, new product development, forecasting, business planning, change management and implementation skills on the factory floor. *(13 Section 1)*

Finance Directors and Factory Managers need to be conversant with the bigger economic picture, understand and predict policy changes, together with understanding cultural management issues. *(13 Section 1 & 2)*. Senior managers need to understand the impact of regulation on their business, plan for the impact of new legislation that is known and forecast where policy initiatives may lead to new legislation that will impact on their operations/consumers. *(13 Section 1)*. The influx of workers into the food and drink sector, are broadly from Poland and Portugal. This active migrant workforce requires new skills in management (first line supervisory etc), training (Health and Safety, HACCP) and maximising the skills already available. *(13 Section 1 & 2)*

Employers report clear skills issues at management and supervisory levels – especially in operational people management and softer skills such as leadership, motivation and confidence building. These problems are evident across the whole UK food and drink manufacturing industry. *(13 Section 1)*. Employers perceive that the main issue relates to skills gaps of existing managers, rather than problems in recruiting new managers. *(13 Section 2)*

Projections indicate a transition to a higher skill level workforce. For example, 50% more managers will be required in eight years time. Improve reports that if the food and drink manufacturing sector is to boost its productivity and competitiveness, management and supervisory skills must be raised and improved. *(13 Section 1 & 2)*

The vast majority of employers conduct some form of training in-house. This may be limited to new staff induction and job specific skills, others included leadership/management and soft skills training. *(10 Section 2)*. Much training is driven by legislation and regulation requirements rather than innovation and new technology. *(13 Section 2)*. There is a need to modify provision, and increase take up and employer support. *(13 Section 2)*

While the industry recognises supervisory and management skills deficiencies as an issue, it is also training to respond to this issue, with higher proportions of food and drink manufacturing companies providing this training than the all sector average. This could be due to Food Safety regulations placing specific responsibilities on supervisors and

managers. (13 Section 2). The implementation of Union Learning Representatives (ULRs) may also allow employers the flexibility to outsource basic, Level 1 and Level 2 training. This will allow the employer to focus on the skills needs of other areas within the business, such as management and leadership, professional etc. (13 Section 2)

The National Skills Academy (NSA) has been designed by employers with the skills requirements highlighted in stages 1 and 2 of the Sector Skills Agreement. It will deliver an accessible, cost-effective, high quality training solution to meet the needs of the food and drink manufacturing sector. The NSA will be launched late in 2006 with initial focus on productivity improvement and first line management/supervisory skills. (13 Section 2)

There are some absolute priorities for the National Skills Academy:

- Sector focused management and leadership;
- Production improvement;
- Supervisory management

(13 Section 2)

Enterprise:

The Framework for Economic Development in Scotland (FEDS) identifies productivity as the key challenge for Scotland, placing skills firmly in the economic development context. FEDS is essentially a long term strategy used to develop the future policies to support economic growth and development in Scotland. It aims to improve productivity via a skills and learning strategy embracing the full range of skills with specific reference as well to manual and vocational skills. The priorities are seen as basic education and skills, research, development and innovation, entrepreneurial dynamism and managing public sector resources.

(13 Section 2)

Lantra

STATUS: Lantra have produced draft documents for Phase 1-3

Lantra have identified across the UK a shift in emphasis of skills requirements from low and intermediate levels to a significant need for higher and advanced skills; this is particularly true in the Scotland region. *(14 Section 1)*

Management and leadership has been identified as a key area for the Lantra sector to improve the performance and competitiveness of businesses including voluntary organisations. A more competitive environment with the Lantra sector is highlighting a need for high quality services and better management. Furthermore, management and leadership development includes a need for new skills in environmental management, tourism and leisure, legislative knowledge, volunteer management, project management, supervisory management and people management. *(14 Section 1)*

It is important that provision for management and leadership must meet the business needs, that training is flexible, broken down into bite-sized chunks and improved access to funding. On the job training appears very high on the sectors preferred mode of learning. New training initiatives must be developed to improve business planning and organisation skills. *(14 Section 2)*

Currently, education and training is largely delivered by a network of specialist providers across the further and higher education and work-based learning. *(14 Section 1, 2 & 3)*. Development of an integrated credit and qualifications framework including accredited and non accredited is required to support the improvement of management and leadership skills. *(14 Section 2)*

ELWa are to contribute to management and leadership development by supporting 4000 businesses in Wales to improve their leadership and management skills. *(14 Section 3)*

Enterprise:

LANTRA have identified a skills need across the UK for skills to support business development and diversification to improve the performance and competitiveness of businesses including higher level skills in:

- Management and leadership, developing business strategies, business law, human resource management and development, financial and risk management, global trading background, European policy and funding opportunities, negotiation skills and contract management.
- Problem solving and creative planning.
- Improving business and business diversification skills, marketing and sales techniques for new enterprises and niche market initiatives.

(14 Section 1, 2 & 3)

Businesses in Wales are seen to prefer a 'mix and match' approach to learning to meet requirements such as diversified enterprise and rurally located business needs. The sector supports proposals to develop competence frameworks that are more in tune with the sector's needs. Funding would need to be aligned to these frameworks and their attainment

recognised as a proxy for NQF level qualifications, complementary to the principles of the CQFW.

(14 Section 3)

Life Long Learning

STATUS: Life Long Learning are just completing their sector needs analysis and currently have no published or released documents for their SSA.

As a part of developing the sector qualifications strategy and in its workforce planning activity LLUK expects to have a Management and Learning strategy. This will vary across the differing components of the sector, depending on the existence of other sector bodies with an interest and existing programmes and strategies for leadership and management within many of the public sector elements. This work is expected to take place in conjunction with the SQS development and after the completion of stages 1-3 of the SSA (from June 2007).
(15 Section 1)

LLUK are currently reviewing and redeveloping their Management and Leadership standards for the lifelong learning sector to contextualise them to the new MSC standards. *(15 Section 1)*

People 1st

STATUS: People 1st have draft documents for Phase 1 and Phase 2.

Priorities and action will evolve as the sector continues to progress through the Sector Skills Agreement process. However, three clear skills priorities emerged across the whole sector: management skills, chefs skills and customer service. The prevalence of effective managers is essential for the future performance of the sector; however, the lack of managers with a full profile of management skills is identified by employers as a significant problem. Poor management skills are generally a result of a lack of appropriate training and experience. Particular problems originate when staff are being promoted because they are good at their job, do not necessarily demonstrate any management capabilities, but are offered little support or training to expand their management capabilities. *(16 Section 1)*

Vacancies for managers and skilled trades (chefs) are proving most difficult to fill, 58 percent of vacancies for managers. *(16 Section 1)*. This is because applicants lack the required skills and experience. This can lead to employers recruiting people without all the necessary skills, for example:

- Graduates entering the sector at junior management level who lack practical experience.
- People are promoted too quickly within organisations, frequently as a result of a lack of external applicants. Young people promoted quickly often lack people management skills and experience.
- Functionally good staff (e.g. chefs and waiters) but they might not have management qualities or may not have been given any management training.

(16 Section 1)

In some industries it is not uncommon for managers to be in their mid-twenties, which can lead to difficulties in terms of people management as they can lack the experience of knowing how to deal with situations. Any good service sector managers are attracted to other sectors such as retail and financial services where pay and hours can be more favourable. *(16 Section 1)*

A further challenge for the sector is that managers are frequently being given more responsibility than in the past and employers believe their skill levels will need to increase further in the future. Managerial skills are frequently learnt on-the-job and by making mistakes. Given the importance of managers in driving businesses forward and motivating and retaining staff, the sector cannot afford to continue current practices. *(16 Section 1)*

The 2003 National Employer Skill Survey in England identified that employers felt that the level of skills required by managers was likely to increase the most. This coupled with the projected increase in managers reinforces the importance of concentrating on management skills. Particular skills that employers felt managers would require at a higher level included:

- General IT
- Communication
- Customer handling
- Team work
- Problem solving

- Management

(16 Section 1)

There were strong views that managers would need to be able to manage a more diverse workforce, who would be working more flexibly. Specific issues important for managers include the management of an older workforce due to the ageing population and an understanding of green issues due to the increase of social responsibility issues for consumers. Legislation will remain important, with managers expected to have an understanding of and the ability to manage legislative issues in their workforce. *(16 Section 1)*. Good management and leadership is essential if the sector is to address the productivity, retention and appeal issues it faces in an increasingly competitive marketplace. *(16 Section 1)*

Management training provided tends to cover a broad content, with an increasing emphasis on people management skills. While management training is more likely to be delivered by external providers compared to other areas of training, the vast majority still tends to be on-the-job coaching. Given the importance of management training, this lack of core knowledge and skills development is hampering the sector. *(16 Section 3)*. Furthermore, in some cases, the management development programme is mandatory for all new managers, regardless of the individual's previous management experience. This is to ensure that the management population are all trained to the same standard and familiarised with the company way of doing things. *(16 Section 3)*

However, there was some indication from the stage two working groups that employers aim to recruit managers who have already had some experience either within another organisation or through progression routes in the same organization, the needs of the business often require a manager who can 'do the job today' as opposed to being trained and developed into the role. There was also some indication from the working groups that there is a lack of succession planning in the sector and the recruitment of managers is largely reactive to current needs, rather than based on planning for the future. *(16 Section 3)*

The view emerging from providers indicates that there are substantial differences in the quality of foundation degrees offered by different institutions. There was also the recognition from HE that the development of foundation degrees has been hampered due to insufficient employer engagement resulting in qualifications that are not fit for purpose. *(16 Section 3)*

A target for People 1st to address the management and leadership issues include; by 2012 the collaborative work of Employers, Government and Education will ensure that standards for Management are clearly defined and that all management are trained to a level agreed with Industry.

- In England there exists one industry gold standard Foundation Degree which is modularised and funded for management development
 - *Review the advertised Foundation Degrees through the SSA*
 - *Develop one modularised Foundation Degree appropriate to industry needs with standard core and additional modules*
 - *Agree annual targets for number of management trained*

- The agreed Management & Leadership standards for the sector and subsequent provision is driven by the “gold standard” endorsement of the National Skills Academy
 - Develop and submit National Skills Academy bid for 2006
 - Deliver the first locations for NSA content and delivery standards in Customer service Chefs and Management & Leadership

(16 Section 1)

Enterprise:

In terms of enterprise, VAT registrations for new business start-ups have increased year on year over the last five years in the hospitality, leisure, travel and tourism sector. The guest house and bed and breakfast market in particular is relatively easy to enter and offers an attractive opportunity for those wishing to establish a ‘lifestyle’ business. (16 Section 1, 2 & 3). The guest house and bed and breakfast market is relatively large in Wales (16 Section 2). This can have considerable impact on the productivity of the sector as many ‘lifestyle’ businesses have been described by others in the sector as ‘cash rich’ and unwilling to innovate, as they are not looking to grow their business or gain maximum productivity. (16 Section 1, 2 & 3)

Micro businesses and lifestyle businesses are often seen in the same light, however the situation is more complex. Lifestyle businesses are often small businesses, but they have a different motivation for their business

As Thomas (2004) put it:

‘Lifestyle may simply mean wanting to live somewhere that is desirable, with a modest level of income, driven by a particular social outlook.....However, it can also imply a desire to generate a ‘good’ standard of living, operating a ‘professionally’ organised business but within a particular set of ‘lifestyle’ activities.’

(16 Section 1)

The ratio of new business start ups to the existing stock of businesses is also high. While this reflects relatively high levels of entrepreneurship in the sector it is also indicative of a high business failure rate. Many believe that improving the business management skills of small business owners and the self-employed in the sector will reduce this failure rate and improve the image of the sector. (16 Section 1). The motivation for business ownership is likely to influence an owner-manager’s attitude towards training and development. Smaller firms are frequently run by lifestyle entrepreneurs who do not immediately recognise the link between employee skills, personal development and their objectives for operating a business. (16 Section 1)

Proskills

STATUS: There are no published draft or final documents for Proskills Sector Skills Agreement.

Proskills do not have a current Management and Leadership strategy, however, the work done to date on their SSA show that this is a priority. There are no specific issues, however, “leadership”, “creativity” and essential skills are being highlighted. Proskills have a work-based programme running in SMEs and in a large company, which is very successful leading to a level 3 NVQ. (17 Section 1)

SEMTA

STATUS: SEMTA have a final Sector Skills Agreement

The Science, Engineering, Manufacturing and Technology sector needs world-class management skills to be able to develop business in an international context. The UK workforce demonstrates important skill gaps regarding their capability in Management and Leadership. The employers have described a number of skill sets in management that are vital to the success of the business where the current competence across the industries is variable. Employers have also identified leadership development among intermediate level occupations as essential in implementing policy throughout the business. *(18 Section 1)*

SEMTA have proposed the following solutions to develop management and leadership skills:

- Develop infrastructure and support the development of programmes to deliver best in class skills in a range of management and leadership activities *(18 Section 1)*
- Establish appropriate linkage to existing National Occupational Standards (NOS) and identify and close any gaps in the NOS and to work with Standard Setting bodies to provide a set of NOS for the related occupational areas. *(18 Section 1)*
- Work with providers and Learning and Skills Council to provide the development of appropriate programmes. *(18 Section 1)*

The SSA Employer Plan focuses on the establishment of an infrastructure to support the development of programmes to deliver best in class skills for functions covering management skills e.g., change, financial, entrepreneurial, general, innovation, knowledge, risk, people and project management. The plan also includes action to improve commercial/strategic leadership and for expanding the capability/capacity of team leaders and first line supervisors. *(18 Section 2)*

The features or broad 'principles' SEMTA have identified are:

- to base the sector qualifications framework on credits and units of qualifications *(18 Section 1)*
- demand led training *(18 Section 1)*
- integration of bite-size, just in time training with programmes delivered in the workplace for all employees *(18 Section 1)*
- vocational training must be delivered in the right way at the right time for employers *(18 Section 1)*
- to develop fit for purpose qualifications *(18 Section 1)*

SFEDI

Enterprise Qualifications Strategy

The number of people looking to start a business continues to rise from 4.6% in 2002 to 9.5% in 2004. Some have predicted this figure could be as high as 16% by 2014 - 1 in 6 of the working population (*19 Section 1*). With 43% of entrepreneurs saying that school/university does not equip them with the right skills to run a business this raises a big issue for SFEDI.

Most will agree that the skillset needed to be a successful corporate/career manager is not the same skillset that leads to being a successful entrepreneur who starts and runs an enterprise. A key issue that emerged from initial consultations and secondary research was that there is a skillset for potential entrepreneurs that is not fully covered by the existing standards. (*19 Section 1*)

It is also clear that these standards cannot be imported from other standard setting bodies (e.g. Management Standards Centre). The project group have identified what these essential entrepreneurship skills are; think strategically to improve your business, find innovative ways to improve your business, make deals to take your business forward, and gain willing action from others to support your business along with 'Winning Business' (sales and marketing) and 'Managing Money'. (*19 Section 1*). These skills areas provide the core set of competences that the research of SFEDI and others shows are the basis of the essential 'must have' skills set to survive and thrive. (*19 Section 1*)

How many of these competences are required, depends on the business complexity. As part of this overall strategy and standards review, SFEDI has developed a new framework to consider business type complexity, along with entrepreneur competence and enterprise skills required. (*19 Section 1*)

The main categories for both business start up and existing business that overlap with Management and Leadership are:

- Essence of Entrepreneurship
- Win and Keep Business
- Business Direction and Improvement
- Yourself
- Other People
- Supplies and Equipment
- Money
- Legislation

Other solutions SFEDI have proposed include:

- in partnership with NOCN, SFEDI has been developing and piloting a credit framework for the SFEDI Enterprise standards is one of a number of principles SFEDI has put in place for the future project stages. (*19 Section 1*)
- a Business Enterprise Framework is being developed to serve the purpose, amongst others, to allow the transfer of learning achievement from one programme or qualification to another, using credits and rules of combination. (*19 Section 1*)

However, it is important for SFEDI to address the challenge that although SFEDI development programmes provide a credit system and qualifications for entrepreneurs to succeed and despite massive usage and take up of the development activities there are some valid reasons why few people gain credit towards, or a qualification (19 Section 1). Two of the major reasons are:

- 1) *Recognition is not important to the target group, but value is. (19 Section 1)*
- 2) *Assessment is learner centred and viewed by the learner as being bureaucratic (e.g. writing and justifying all the elements of a business plan), rather than adviser/trainer led, with the benefit of tying into naturally occurring events (e.g. making a presentation for a loan application to a bank adviser). (19 Section 1)*

With the above in mind the features or broad 'principles' SFEDI identified include:

- developing the standards as accumulators of self standing (19 Section 1)
- bite sized chunks (19 Section 1)
- taking cognisance of the need to develop units that can gain credits within the new framework for achievement (19 Section 1)

However, learners will want a flexible structure allowing them a range of options. Providers will want the framework to be inclusive so that their particular flavour and style of programme can still deliver outcomes, which are included in the framework. Yet an entirely flexible framework may become incoherent and unwieldy. (19 Section 2)

Whilst enterprise awareness (e.g. Enterprise Insight) and generic, ('might be useful', 'just in case) business enterprise skills and knowledge will be beneficial, SFEDI claims that the essential skills and knowledge that will make the most difference to business owners' ability to start up, survive and thrive are 'specific to the business context' and provided 'just in time'. The skills and knowledge required to run your own business successfully - including a business with no employees - depend on the context of the actual business enterprise itself. So the freelance designer working from home requires a different business enterprise 'skill' and 'know-how' set from the self employed plumber, the mobile hairdresser or the power e-bay trader, also working from home. (19 Section 3)

There was common agreement that business enterprise learning should be set in practical activities with relevance for the learner. It was commonly expressed that enterprise was about doing, investigation, experiential learning and, that, wherever possible, it should be rooted in a real commercial activity. It is clear that the level of 'realism' within such activities was bound by the age, stage and opportunities available to the learner and the deliverer. At an early age, learners need close supervision; support activities will inevitably require careful structuring and planning and have a dimension of role play and simulation. An adult intent on setting up their own business, however, will bring with them a ready made, wholly realistic and highly motivational context in which to develop their skills. (19 Section 2)

It is essential that if the offer is correct - e.g. 'we'll help you successfully to start your own business' - then the means of delivering the learning should be acceptable. This means:

- relevance (to the business),
- practical (learning from people who understand the business and have set up and run a business),

- bite sized, flexible chunks, with access to a community of practice of support (accountant, bank, marketer). They need to know that they will develop or enhance the vital 'winning the business' interpersonal skills.
- comfort with the time 'burden', i.e. out of office hours, flexible times and locations available to suit the audience
- blended learning choices of media (paper, websites, e-learning).

The credibility and value to be gained from the mentoring, coaching and facilitating is crucial to the offer.

(19 Section 3)

Skillfast

STATUS: Skillfast have draft documents for Phase 1-4 covering UK, Wales and Scotland.

Developing management and leadership skills across the UK has been highlighted as a need for the Skillfast sector. Skills particularly important are:

- senior management (20 Section 1)
- sales and production management (20 Section 1)
- business skills particularly relating to international trade issues (20 Section 1 & 3)
- innovation for competitive edge; especially to become successful in the international economy (20 Section 1)

The need to enhance management and leadership skills has been identified as a requirement by employers as one of their critical factors for future success in order to maximise the opportunities open to them. (20 Section 4)

The challenge that Skillfast have to address these skills gaps is that take up of training leading to formal qualifications is low. According to Skillfast-UK's 2004 survey of employers, only five per cent of establishments in Northern Ireland reported that they had supported training leading to formal accreditation in the previous year. (20 Section 4). Furthermore, relatively few employers stipulate a formal qualification as a requirement for managers; those that do tend to require a general management qualification. (20 Section 4)

Establishments in Northern Ireland tend to be satisfied with the support they have received from external education and training providers. Where concerns exist the main issues identified by employers are as follows:

- Lack of sector-specific focus within available courses
- Lack of flexibility of delivery
- Too much of an academic mindset among providers.

(20 Section 4)

Skillfast have consulted with employers on their proposals for action which include:

- **Mix and Match programme:** Employers indicated that the Mix and Match programme could be used to add significant value to existing training programmes, particularly by facilitating the combination of technical and supervisory management skills. Employers were extremely keen for the Mix and Match programme to apply to a range of skills outside the production realm and at all levels, encompassing management, sales and marketing, administration, and customer service skills. However, a lack of interest in training allied with qualifications on the part of some companies—either at management or operative level—is also viewed as a possible constraint on the take up of mix and match qualifications, particularly in the wholesale sector. In similar vein, some companies are satisfied with existing in-house systems that don't involve qualifications.
- **Beyond the Borderline:** A sector-specific training programme leading to a recognised qualification on key issues pertaining to outsourcing and international trading—*inter alia*, offshore production, balanced sourcing, intellectual property and brand protection, negotiation in buying, and import/export legislation.

Tailored programmes are to be offered for senior and middle management, reflecting the varying needs of staff operating at these two levels. It is envisaged that training will comprise a short time spent at a training centre allied with online or distance learning.

(20 Section 2)

Enterprise:

Amongst the qualifications and training programmes to be offered to address these gaps and shortages for management and leadership a particular need has been identified. It is important for enterprises within this sector to become successful and to do this tailored programmes need to be offered to senior and middle management to deliver key skills for enterprises to succeed. *(20 Section 1)*

Furthermore, a significant proportion of sector employers recognise the need to develop the capability of their business to exploit opportunities arising out of international trade. Although a wealth of business support is available there is a significant gap in terms of appropriate sector-specific education and training provision dealing with the various aspects of this broad subject. *(20 Section 3)*

Skills for Care and Development

STATUS: Skills for Care and Development are currently working on the initial stages of the SSA and have no published or released documents. However, some work has been conducted jointly with the Children's Workforce Development Council.

“Skills for Care’s leadership and management strategy documents include a main report which covers the state of affairs in leadership and management across the sector and makes recommendations for action. The project has also developed a comprehensive set of ‘products’ to enable managers across the sector to implement the recommendations. In 2005, revised editions of some products, and a new employer's guide to them all, were published.

The documents are 2006 editions, in which the main content is the same as the original 2004 and 2005 editions. Skills for Care is continuing implementation and further development of the leadership and management strategy in adult social care. For children’s and young people’s services, the leadership and management strategy is being incorporated into the wider work of the Children's Workforce Development Council.”

Skills for Care Website

Leadership & Management: a strategy for the social care workforce is published with the approval of Topss England’s leadership and management ‘task and finish’ group. It is a significant contribution to implementing *Modernising the Social Care Workforce*, the national training strategy for social care, and its supplementary report on management development (Topss England, 2000). That supplementary report commented that, “First line and middle managers [in social care] will be severely challenged by the demands of the modernising agenda,” and reported a lack of “sufficient management skill mix in the sector to respond to the challenges of managing cross-service boundaries with health, education, housing, or of service standards and new inspection and regulation structures.” (21 Section 1)

These leadership challenges have been accompanied by major advances in management development in the sector, most notably the introduction of National Occupational Standards for registered managers (for adults’ services and for residential child care). (21 Section 1)

The products Skills for Care have developed and are continuing to improve include:

- Statement for a Leadership and Management Strategy for Social Care (product 1)
- Whole Systems Model (product 2)
- Mapping of Competences (product 3)
- National Signposting Links (product 4)
- CPD Guidance (product 5)
- A Draft Unit of Competence on Supervision (product 6)
- An Evaluation Guide for Leadership and Management Development (product 7)

Skills for Care’s steering group has identified a preference for a range of highly flexible awards, linked to the person management specification, to meet the needs of the diversity of

leaders and managers within social care. This means that further development work will be required in a number of priority areas:

- A recognised learning process for the transition into management. This could be an induction and foundation programme underpinned by relevant standards.
- A relevant qualification for all first line managers not covered by the Registered Managers Award.
- Flexible structures to meet the needs of the diverse groups of managers within social care including a modular and unitised qualifications framework.
- E-learning and open learning to enable managers to access learning at a pace, place and time of their choosing. Managers need to have the necessary skills to use these methods.

(21 Section 1)

Skills for Health

STATUS: Skills for Health have produced a final document for Phase 1 and draft documents for Phase 2, 3 and 5.

Demand for all kinds of skills is expected to increase in the next 5 to 10 years, including generic skills. This is particularly likely in two areas that reflect the scale and nature of the challenge facing effective and efficient health service delivery, namely ICT and leadership and management. (22 Section 1 and 4). Skills shortages and gaps identified for this sector include specific skills of managers and senior managers, management and leadership skills, and upskilling managers and senior managers for new/enhanced roles. (22 Section 1).

Demand for all kinds of skills will increase, but there should be a balance between health specific and generic skills. (22 Section 4)

Underlying deficits in NHS organisations have been a recurring issue in recent years with predictions indicating this trend is accelerating in 2005/06. A number of sources suggest the key reasons include lack of consistency in financial planning, management and leadership. (22 Section 4)

Furthermore, substantial growth in employment and replacement demand for managers and senior officials and for professional qualifications has been predicted. (22 Section 1)

It is reported that degree level or equivalent is a key qualification with 24% of employees across the sector at this level. A third of managers and senior managers are qualified to degree level or equivalent. It is predicted that these qualifications levels as well as GCSE or equivalent will increase in importance over the next 5 – 10 years for managers and senior officials. Management positions within the NHS have recently opened up for graduates only. (22 Section 1)

Employers indicated in the skills needs assessment that in the near future, vocational qualifications are likely to increase in importance, with specific skills needs for support to clinical staff and other staff groups which have generic skills requirements such as ICT and leadership and management. (22 Section 4)

The features or broad 'principles' Skills for health have identified include:

- The need to maintain progress on the development of a UK-wide system of nationally recognised competences – inclusive of the need for competences to drive and shape curricula, the commissioning of education and training, service/workforce redesign and seamless qualifications and career pathways. (22 Section 1 and 2)
- Establishment of modern and consistent qualification and quality assurance systems – inclusive of a shift towards skills rather than qualification based funding of learning and skills development; removal of structural and system blocks which hinder access, movement and transferability across roles, skills and qualifications; parity of esteem between professional, vocational and academic qualifications with greater emphasis on work-based learning recognition. (22 Section 1 and 2)
- Creative education provision and learning design solutions – to support coherence across widening participation in learning, qualification systems and career pathways. (22 Section 1)

- Strengthened partnership working - to maximise joint levers, investment and skills action across the sector. (22 Section 1)

Other key themes that emerged from Skills for Health Stage 1 process include:

- Support skills development solutions – available in flexible, modular and widely accessible formats have a direct and measurable impact on performance; (22 Section 1)
- promote greater links between vocational, academic and professional qualifications – with greater emphasis on work based learning and assessment; and can be customised to the needs of the individual and organisation. (22 Section 1)

Skills for Health is working with other Sector Skills Councils and other strategic partners, such as the Management Standards Centre (MSC) and the UK Workforce Hub on the development and promotion of National Occupational Standards relating to generic, transferable skills such as Management and Leadership and administration. (22 Section 2 and 3). Skills for Health have continued participation in the cross-sectoral SSC peer-review group process in relation to tailoring or contextualisation of the generic Management & Leadership NOS, to ensure that any contextualised or tailored units remain true to the original NOS units from which they derive, in order to ensure continued transferability across sectors. (22 Section 3)

As part of the SSA process, agreements are being set in place with strategic bodies and partners, across the UK and in Home Nations, some of which are particularly significant in relation to Management & Leadership skills development, e.g. NLIAH in Wales (with reference to NOS) and the Beeches Management Centre in NI. Skills for Health expect to initiate strategic dialogue to support joint working with the NHS Institute for Leadership and Innovation (in England) during 2007/8. (22 Section 5)

Enterprise:

Northern Ireland's Education Policies include The Entrepreneurship and Education Action Plan (DELNI, March 2003) - developed by DENI, DELNI and the Department of Enterprise, Trade and Investment in Northern Ireland and is targeted at the business and education communities. Its purpose is to outline an initial framework of actions which would provide a strong foundation for moving forward the process of integration between business and education, by establishing benchmarks to inform future decision making and agreeing a framework of actions with which to engage key players. 'Entrepreneurship' is defined as 'the ability of an individual, possessing a range of essential skills and attributes, to make a unique, innovative and creative contribution in the world of work, whether in employment or self-employment'. The action plan argues that entrepreneurial skills and attributes should be fostered in every learner throughout life. (15 Section 1)

Scotland's Policies include A Smart, Successful Scotland: ambitions for the Enterprise Networks (Scottish Executive, 2001) promoted the role of Enterprise Networks led by Scottish Enterprise and Highlands and Islands Enterprise in developing Scotland as a 'fast learning, high earning' and globally-connected country where everyone has the skills they need for employment (p. 7). Learning and skills feature highly in the document, which advances proposals for improving the operation of the labour market and opportunities for young people entering it, reducing unemployment, and increasing demand for high-quality work-based training. (15 Section 1)

Life Through Learning Through Life (Scottish Executive, February 2003) set out a broad vision for lifelong learning in Scotland with five goals: A Scotland where people have the confidence, enterprise, knowledge, creativity and skills they need to participate in economic, social and civic life. (15 Section 1)

A Changing Landscape for Tertiary Education and Research in Scotland (Scottish Executive, April 2004) proposed the merging of the Scottish further and higher education funding councils as a way of encouraging enterprise and achieving parity of esteem between further and higher education. The paper argues the future designation of further and higher education providers as 'tertiary institutions' will improve the responsiveness and relevance of learning provision, the quality of learning provision and research, the coherence of provision and collaboration between providers, and progression through learning. (15 Section 1)

Skills for Justice

STATUS: Skills for Justice have a Showcase Presentation and are currently in the early stages of starting their Sector Skills Agreement.

The Showcase Presentation highlighted that between 20% and 25% of respondents within the Skills for Justice sector identified either management, leadership and / or supervisory as being a particular skill where there are gaps. Only IT/computing skills were identified by a larger percentage of respondents. *(23 Section 1)*

Across the whole breadth of the Justice sector Leadership and Management skills are felt to be wanting. These skills appear at the top of any list of skills gaps and shortages. What is also true is that the solutions brought to bear on these deficiencies up until now haven't addressed the full range of Leadership and Management skills that the sector needs and have subsequently missed the mark. Dissatisfaction continues. The Justice sector is not alone in this respect. Other sectors are also reporting dissatisfaction. *(23 Section 4)*

Furthermore, all parts of the Justice sector are undergoing change programmes, some quite radical. At the same time, further reforms are seen as necessary – notably around the issues involved in developing a more cohesive, integrated “Justice Service.” Again, Leadership and Management skills are seen as critical success factors in both developing the strategies necessary and, perhaps even more importantly, implementing these strategies on the ground. *(23 Section 4)*

Skills for Justice do not have a Management and Leadership skills development strategy as such but they are working with employers in the sector to help them address Management and Leadership skills development. There are a number of objectives that have been set with various strands of work to support the delivery of the objectives. Examples of the main strands of work include:

- Work with the Leadership Academy, Centrex to develop the Police Leadership Qualities Framework (PLQF) which is now being integrated with the Integrated Competency Framework (ICF) *(23 Section 5)*
- Engagement with employers via country groups in Northern Ireland, Scotland and Wales and Employer Regional Fora in England. Participation in these meetings has been used to support the work of country and regional teams and gain direction from employers regarding priorities for management, leadership and diversity. *(23 Section 5)*
- Setting up a high level group to discuss Management and Leadership skills development issues and identify potential solutions. *(23 Section 5)*

The promotion of action learning is an example of how Skills for Justice have identified an improvement opportunity and have engaged with employers to pilot a new approach that addresses key Management and Leadership skills development issues. They have also developed Management and Leadership NOS for the justice sector and a qualifications framework. *(23 Section 5)*

Skills for Logistics

STATUS: Skills for Logistics have a final document for Phase 1-3 and draft documents for Phase 5.

Many firms in this sector are driven by the need for compliance with mandatory requirements and therefore having short term considerations. Larger companies tend to have a broader view of training and qualifications. Training tends to be conducted in-house to provide the specific needs for the right cost. There is a significant management and leadership skills shortage across the Skills for Logistics sector and the lack of qualified managers as promotion is often internal based on competence in the existing job and not for the new job. (24 Section 1)

The priority need emerging from this sector is the requirement for a more intensive range of management training, particularly for small to medium sized enterprises. However, there are a number of challenges and issues that arise from this within the logistics industry:

- There is a large number of SMEs within this sector which tend to concentrate on the job at hand and their training budget, if they have one, and will give priority to meeting legislation and compliance with mandatory requirements. (24 Section 2)
- competitive pressure does not allow managers and leaders time to spend away for training (24 Section 2)
- allowing people to take time off for training creates difficulties (24 Section 2)
- there is a perceived lack of support for training from the top management within the sector (24 Section 2)
- there is a reluctance in studying in your own time within the logistics industry; the hours are long giving rise to complex lifestyles and time commitments (24 Section 2)
- recruitment into the sector is low and young managers with potential seem to be undervalued as professionals (24 Section 2)
- S/NVQs are seen as bureaucratic and administratively difficult to manage particularly in Northern Ireland (24 Section 2)

Skills for Logistics have proposed the following solutions (identified from a workshop held by Skills for Logistics):

- a simplified version of work-based learning linked to S/NVQs needs to be developed (24 Section 1)
- take up of management programmes could be increased if there was a clear link between training and promotion or career progression (24 Section 1)
- nationally recognised qualifications will allow employees to become marketable (24 Section 1)
- short courses and on the job courses will be more appropriate for this industry particularly for the SMEs (24 Section 1)

A feature or broad 'principle' Skills for Logistics have identified include the portability of nationally recognised qualifications. (24 Section 1)

Skills for Logistics (Scotland) sees that the key to their SSA - the only single solution that allows all of those diverse issues to be addressed – the pursuit of Continuous Professional

Development across the whole sector. In-house Continuous Professional Development programmes will identify suitable, promotable managers and the systematic development of the core competencies will provide a ready source of home grown managers (24 Section 5)

Linked to CPD is the use of Skills for Logistics Professional Development Stairway as the tool to structure their analysis. From this can come the development of training programmes, development tools and, as required, qualifications that support these. (24 Section 5)

Skills for Logistics action plan for Wales, to reduce management skills gaps, is to improve accessibility and information available on business support across the logistics sector, by tailoring relevant literature available to the sector and jointly promoting the use of the Skills. The Business and Employability Workforce Development Programme in Wales outlines:

- where available, Skills for Logistics to provide examples of good management practices for specific marketing campaigns,
- Skills for Logistics to work with the Skills Business and Employability Division to establish web and e-mail links, and
- Skills for Logistics will provide relevant sector information and intelligence to the Business Skills Delivery Team within Skills, Business and Employability to support management development across the sector in Wales. (24 Section 4)

Skills for Logistics action plan for Scotland sees the development of new National Occupational Standards and qualifications and the revision of existing NOS and qualifications as the basis for actions to meet these structural problems in the sector.

Specific actions will be:

1. To develop the appropriate mix of core and craft skills for qualifications and programmes in the Junior/Middle management zone (steps 6-8) of the Professional Development Stairway.
2. To work with employers to verify initial findings that the focus in the Senior Management zone (steps 9-12) needs to be on core skills rather than a mix of core and craft skills.
3. Complete development of Foundation Degrees with HE institutions in England. We will then work with stakeholders to put in place qualifications of similar content and level for Scotland. These are likely to take the form of Higher National Certificates and Diplomas.

(24 Section 5)

A skills analysis has been conducted through a series of workshops with Logistics Operations Managers. The workshops identified the specific competencies required from Logistics Managers in the junior to middle management zone. These workshops have led to the development of the following solutions:

- a generic logistics competency framework and standards/benchmark {at steps 6, 7 & 8 of The Stairway} that Logistics companies can refer to (especially smaller companies who may not have the capacity to develop their own)
- Logistics Operations Management Standards
- The development of a Foundation Degree Framework

- The development of 'how to' Management Guides {for SMEs in qualifying English Regions}
- The use of M&L NOS within our competency framework and qualifications strategy

This work is complemented by the development of The Regional Delivery Model that seeks to address issues of *consistency* and *relevance* in the training supply.

(24 Section 6)

Skills for Logistics action plan for Scotland also identifies the forming of partnerships to improve management and leadership skills. Examples of these and their priorities include:

Priorities for partnership with Scottish Enterprise: Explore ways of addressing management upskilling in SMEs

Priorities for partnership with Highlands and Islands Enterprise: Building on the success of the pilot SMART programme, work with Skills for Logistics and other partners to assist with the upskilling of staff in SMEs, particularly in management competences.

Priorities for partnership with Scottish Qualifications Authority: Support Skills for Logistics in the implementation of its Sector Qualifications Strategy in Scotland

Priorities for partnership with Scottish Funding Council: Support for the role for vocational training and the importance of The Stairway as a pipeline into further and higher education

Priorities for partnership with learndirect Scotland: Explore the use of the Ids training partner network to provide an on-site business learning needs assessment in relation to management upskilling in SMEs and to make the business case for training

Priorities for partnership with Employers and Employer Associations: Adoption and embedding of S/NVQs as part of continuous professional development

(24 Section 5)

Enterprise:

Skills for Logistics have identified training in enterprise and business development to be a priority. *(24 Section 3)*

SkillsActive

STATUS: SkillsActive have produced a final document for Phase 1 and draft documents for Phases 2, 3 and 5.

Overall, forecasts do not predict significant changes to the profile of the workforce of the SkillsActive sector, or to the occupational structure or to qualification levels. In this sense, it is a case of more of the same, not a shift in the nature of what is required. However, it is possible that some employers, in seeking to develop their competitive advantage, will seek to improve the level of management, communication and customer handling skills amongst their workforces. (25 Section 1, 2 & 3)

Furthermore, future growth and future skills needs indicates all skills will be needed at a more advanced level particularly general IT user skills and management skills. (25 Section 1 & 2)

Newer playwork roles in leadership and management, as well as playwork specific roles such as the Senior Practitioner, are demanding higher level qualifications to equip them with the appropriate skills. (25 Section 6)

Internal and external advertising, networking, holding 'open nights' at Leisure Centres and recruiting on temporary contracts were mentioned as successful strategies. This also places the emphasis on internal career progression and pathways as a means of 'growing your own' managers. (25 Section 3). Furthermore, the Fitness Industry in particular laments their inability to 'grow their own' managers, reluctant to recruit from outside the sector for middle management roles. The skill set required for management progression is often quite different from that demanded for customer-facing roles, including a higher expectation for competent literacy, numeracy and IT skills. The next priority from a business point of view is training in the 'softer' skills like communications and customer service, team building and problem solving, which impact most on customer satisfaction, and therefore on the bottom line. With so little public funding it's easy to understand that employers find it easier to justify poaching managers from other industries than investing in additional training or CPD. (25 Section 5)

There are issues around moving from practical 'hands-on' roles to management and supervisory positions and receiving the appropriate training in management and core skills to allow progression or movement between sectors. The sector needs to develop more opportunities for staff to progress to management and thereby retain existing staff rather than needing to recruit externally. (25 Section 15)

Our SSA Visioning Workshops in Wales considered there was an over supply of graduates in specific areas such as sports development, and that too many graduates were leaving Higher Education with the wrong skill sets. Many graduates also have high expectations of being able to secure managerial level posts, when operational experience is often a basic entry level requirement. (25 Section 10)

In Wales, occupations most likely to have received training in the last year are Senior managers (in 63 per cent of establishments who have trained). (25 Section 10). Furthermore, employers in Scotland and Wales, particularly noted through the visioning workshops that almost 90% of internal training spend went on 'statutory training' including health and safety, first aid and safe lifting (supporting the above findings). The rest of the training spend went

on external training that was used for bespoke development such as management development, personal development etc and delivery was via consultancies and training organisations etc. (25 Section 12)

Although SkillsActive sector employment tended to be in small and medium sized enterprises the destination of HE leavers does not follow this as leavers are more likely to go into the larger enterprises. (25 Section 8, 9 & 11)

SkillsActive actions include the National Skills Academy (NSA) providing a focus of resources and expertise to address two essential skills issues in our industry: barriers to entry to employment in terms of employability skills and statutory requirements, and progression to management. The development of the SkillsActive Academy will create an integrated national network of centers of excellence committed to the professionalisation of the workforce. (25 Section 15)

The priorities for the SkillsActive Academy will be to:

- Provide better access to work-based management and leadership qualifications for career progression. (25 Section 15)
- Develop new qualifications particularly Management skills specific to sector. (25 Section 15)

SkillsActive will develop and promote Management and Leadership Standards in conjunction with the Management Standards Centre. (25 Section 16)

SkillsActive will implement a strategy for the development of Management and Leadership within the sector. (25 Section 16)

Enterprise:

Scotland has high numbers of SMEs and micro-businesses (approximately 98% of Scottish businesses have less than 50 employees and around 92% have less than 10 employees). (25 Section 2)

Determined to Succeed is the Scottish Executive's strategy for enterprise in education. Determined to Succeed is a £86 million Scottish Executive strategy (for the period 2003-2008), which aims to prepare young people for the world of work through enterprising and entrepreneurial learning, work-based vocational learning and appropriately focused career education. SkillsActive, like other Sector Skills Councils, has agreed to undertake a programme of activity in support of Determined to Succeed. (25 Section 15)

A Smart, Successful Scotland is "informed by and dependent upon the Framework for Economic Development in Scotland taking forward several of the key priority areas in FEDS to provide the Scottish Executive's enterprise strategy. One of the themes is "Learning and Skills" and its priorities are to:

- Improve the operation of the labour market
- Provide the best start for all young people
- Narrow the unemployment gap
- Improve demand for high quality in-work training

(25 Section 16)

Enterprise in health and fitness has been encouraged by the success of the Register of Exercise Professionals (REPS). REPS recognition is a major driver of quality of training provision and standards of conduct in fitness. Its framework provides a clear and transparent structure for employers and employees, encouraging both to upskill and assists in career progression. *(25 Section 5)*

The Playwork sector has been innovative with many more private businesses opening up and mobile play provision starting to reach rural communities in Wales and Scotland. Employers expressed the desire to get back to providing risk opportunities where children have more freedom and access to open access play provision facilitated by staff with the appropriate skills to enable this. In the SkillsActive Employer Consultation 2005, employers talked about the sector needing to be more proactive and create demand and recognition for itself but it was recognised that many organisations needed stability in order to achieve this. They also wanted to have business skills e.g. marketing and fundraising and leadership to be able to do this. *(25 Section 6)*

Skillset

STATUS: Skillset have a final Sector Skills Agreement and a Sector Qualifications Strategy

The Skillset sector and its sub-sector is mainly made up of a large number of small to medium enterprises and freelancers and very few large organisations. The changing nature of the Film, Media, Television and Animation Industries as the business model and technologies become more complex give rise to the biggest skill changes within the higher level occupations associated with business and creative strategy. *(26 Section 1)*

The challenges arising for the Skillset sector and sub-sectors cover:

- the need to improve business, entrepreneurial, management and leadership skills ; particularly for those just starting out in business *(26 Section 1)*
- the need for business and company development skills *(26 Section 1)*
- the need for adequate training and provision. There is considerable lack of satisfaction with the relevance of current provision *(26 Section 1 & 2)*
- the industry attracting people from creative backgrounds who may lack the inclination to acquire the skills to manage effectively *(26 Section 1)*
- the large number of SMEs, freelancers and the industry's preference for on the job coaching *(26 Section 1)*
- an ageing workforce leaving a lack of skilled people aged 30+ and 40+, particularly in Wales *(26 Section 2)*

The solutions and contributions in place to address the challenges and needs include:

- a management and leadership action plan aimed at driving up the quality of skills across the sector *(26 Section 1,2 & 3)*
- an industry specific business and management and skills programme that's flexible, linking to current initiatives on management and leadership but providing industry context and expertise *(26 Section 1)*
- raise awareness of and promote national occupational standards *(26 Section 1)*
- use NOS as the building blocks of qualifications for the sector *(26 Section 1)*
- QCA/Awarding Bodies to partner Skillset in developing and accrediting 'fit for purpose' competence based qualifications that combine skills and underpinning knowledge *(26 Section 1)*
- to develop common units where acceptable and feasible *(26 Section 1)*
- provide short course CPD programmes; particularly key in Scotland *(26 Section 2)*

Policies that will influence Skillset's above work includes the Credit and Qualifications Framework and reform of Vocational Qualifications. *(26 Section 1)*

Skillset Qualifications Strategy

Skillset have identified that their strategy will need to consider specific cross sectoral needs and requirements and have concluded once Cross Sector Qualification Strategies, including case studies, have been published their recommendations will be addressed and where relevant reflected in their Strategy (26 Section 4). Cross sector areas include: Management and Leadership, Health and Safety, Enterprise and Entrepreneurship; Customer Service, Languages, Sales, Marketing and Personnel.

The features and broad 'principles' Skillset have identified include:

- Ensure fit-for-purpose provision and progression opportunities for all learners (26 Section 2 & 3)
- Create viable and credible different routes (26 Section 2 & 3)
- Look at ways and means to make greater use of accreditation of prior experience and learning (APEL) for existing workers (26 Section 2 & 3)
- The use of National Occupational Standards (NOS), or where not available other sector-shaped and specified programmes such as foundation degrees, is critical in unit and qualifications development (26 Section 2 & 3)
- Qualifications and learning experiences offered should provide an appropriate career pathway, transferability, whole package or in bite-sized chunks (26 Section 2 & 3)
- Provision to be streamlined to avoid duplication (26 Section 2 & 3)

Skillsmart Retail

STATUS: Skillsmart have a committed and funded M&L skills development strategy.

Skillsmart's original strategy was submitted to the SSDA in March 2005 and has been under development from that date. They are currently researching Management and Leadership issues as part of their SSA. Management and Leadership is emerging as a key priority for their industry. The retail sector as a whole is expected to see the creation of 250,000 new jobs in the years leading up to 2012, with 31% of those at a managerial or professional level. In an increasingly competitive market with increasing globalisation a wider skillset will be needed. The ability to predict changes in the economic, legislative and social environment will increasingly be a key factor in retail. Within the retail industry a number of store managers have been promoted directly from the sales floor and often lack the very different range of skills that are demanded of them at the next level. Strategy, planning, commercial awareness and the ability to have a clear vision for the business are critical for retail leaders. (27 Section 1)

SummitSkills

STATUS: SummitSkills is currently working on their Sector Skills Agreement.

As most Building Services Engineering businesses are very small SummitSkills developed the SummitSkills Micro and Small Business National Interest group. This Employer led Group's generic activities are to identify priority needs for micro and small businesses/SMEs and make direct recommendations to the SummitSkills Management Committee and to validate outcomes of SummitSkills actions in relation to these needs. *(28 Section 1)*

SummitSkills supports entrepreneurs in setting up new businesses and developing their business and management skills as well as helping to develop their workforce to suit the environment in which they are working. Since March 2005 SummitSkills have, with the support of the DTI Construction Skills Unit, SFEDI and built environment consultants, been working on specific development of innovative ways of engaging building services engineering businesses in the learning and development that will enable them to start and develop taking advantage of all opportunities in a timely and contextual fashion. *(28 Section 1)*

While specific issues are still emerging from the Sector Skills Agreement for building services engineering, the work carried out in the last 18 months has shown that there are a vast number of individual owner managers running firms that have reduced accessibility and opportunity to the necessary business development schemes to operate as efficiently as they might. The availability of a sector specific and flexible framework of units, programmes, training and advice for those starting a business but more importantly those developing a business would have great affect on productivity and the ability of small firms to compete. *(28 Section 1)*

Enterprise:

Currently SummitSkills is in the process of developing a building services engineering specific portal that leads firms to all the relevant business start up, business development and management and leadership provision and services available to businesses in the Building Services Engineering sector. The added bonus being that these services for the first time will be evaluated in the context of business improvement. *(28 Section 1)*

UK Workforce Hub

STATUS: The UK Workforce Hub helps voluntary and community organisations make the best of their paid staff, volunteers and trustees through workforce development. They currently have a research project into skills gaps and skills shortages in the voluntary and community sector and a research project into leadership.

Published documents highlights voluntary organisations' priority skills needs for the future include management skills such as planning and organising, project management and strategic planning. Other skills in high demand include team working and partnership working skills, leadership, and fundraising skills. (29 Section 1). Management skills are widely cited as a barrier to full proficiency. The ability to plan and organise is a key skills gap. Also, management skills gaps are not restricted to managers. (29 Section 1)

Addressing management skills from project management through to strategic management is a key priority. This could be tackled in some of the following ways:

- Publicise existing courses run by Higher Education Institutions which are specifically geared towards managing in a non-profit environment, and build on the experience of running these to accredit further courses and voluntary sector modules suitable for those seeking a career in non-profit management. (29 Section 1)
- Establish a bursary scheme for young non-profit managers – this would require the development of bursary programmes by the Government, and in conjunction with other public, private and charitable sector funders. (29 Section 1)

Annex: List of Documents Reviewed

- 1 *Section 1* Asset Skills: Proposed Management and Leadership Integrated Strategy - October 2004
- 1 *Section 3* Asset Skills: Skills Needs Assessment for the UK – March 2006
- 1 *Section 4* Asset Skills: E-Mail from Asset Skills to John Thorpe – November 2006
- 2 *Section 1* Automotive Skills: Sector Skills Agreement – Stage 1 – Skills Needs Assessment. UK Final Draft Report – July 2006
- 2 *Section 2* Automotive Skills: Sector Skills Agreement – Stage 2 – Assessment of Current Provision. UK Final Draft Report – August 2006
- 2 *Section 3* Automotive Skills: Sector Skills Agreement – Stage 2 – Assessment of Current Provision. Scottish Final Draft Report – August 2006
- 3 *Section 1* Cogent: Cogent Sector Skill Needs Assessment - DRAFT for consultation - February 2006
- 3 *Section 2* Cogent: Gap Analysis An investigation into gaps in provision based on current and predicted future skills needs: The Chemical Industry – April 2006
- 4 *Section 1* Constructions Skills: The Sector Skills Agreement for Construction – England 2005 – 2010
- 4 *Section 2* Constructions Skills: ConstructionSkills Sector Skills Agreement – Wales
- 4 *Section 3* Constructions Skills: ConstructionSkills Sector Skills Agreement – Scotland
- 5 *Section 1* Creative and Cultural Skills Developing leadership: the challenge for the cultural sector. Introducing the Cultural Leadership Programme
- 6 *Section 1* CWDC: Clear progression towards an Integrated Qualifications Framework - November 2006
- 7 *Section 1* ECITB : The skills profile of the Engineering Construction Industry.
- 8 *Section 1* Energy & Utility Skills Sector Skills Agreement Stage 1 Report - October 2006
- 8 *Section 2* Energy & Utility Skills Sector Skills Agreement Stage 2 Report – September 2006
- 9 *Section 1* ENTO: Health and Safety Sector Qualifications Strategy – Executive

Summary – November 2005

- 9 *Section 2* ENTO: Health and Safety Qualifications Strategy for Employers, Sector Skills Council, Sector Bodies and Standards Setting Bodies – November 2005
- 10 *Section 1* E-Skills: The Sector Skills Agreement for IT: AGREEMENT STATUS – ENGLAND – June 2005
- 10 *Section 2* E-Skills: Information and Communication Technologies Sector Qualifications Strategy. Consultation Draft (Version 3) – May 2006
- 11 *Section 1* GoSkills: Go Skills Moving skills forward. Skills Need Assessment. Sector Skills Agreement Stage 1
- 11 *Section 2* GoSkills: Analysis of Provision. Sector Skills Agreement Stage II. England – September 2006
- 11 *Section 3* GoSkills: Analysis of Provision. Sector Skills Agreement Stage II. Scotland – September 2006
- 11 *Section 4* GoSkills: Analysis of Provision. Sector Skills Agreement Stage II. Wales – September 2006
- 11 *Section 5* GoSkills: Analysis of Provision. Sector Skills Agreement Stage II. Northern Ireland – September 2006
- 12 *Section 1* Government Skills: E-Mail from Geoff Doyle to John Thorpe - November 2006
- 13 *Section 1* Improve: Demand for Skills in the UK. Food and Drink Manufacturing Sector. Stage 1 of the Sector Skills Agreement – October 2006
- 13 *Section 2* Improve: The Supply of Training and Skills within the UK Food and Drink Manufacturing Industry – July 2006
- 14 *Section 1* Lantra: Sector Skills Agreement Stages 1 – 3 Report. Scotland National Consultation Document – December 2005
- 14 *Section 2* Lantra: Sector Skills Agreement Stages 1 – 3 Report England National Consultation Document - December 2005
- 14 *Section 3* Lantra: Sector Skills Agreement Stages 1 – 3 Report Wales National Consultation Document - December 2005
- 15 *Section 1* Life Long Learning: E-Mail from Monica Deasy to John Thorpe - November 2006
- 16 *Section 1* People 1st: Skill Needs Assessment for the hospitality, leisure, travel and

- tourism sector – January 2006
- 16 Section 2 People 1st: Skill Needs Assessment for the hospitality, leisure, travel and tourism sector. Wales – August 2006
- 16 Section 3 People 1st: Skill Needs Assessment for the hospitality, leisure, travel and tourism sector. Stage 2 – June 2006
- 17 Section 1 Proskills: E-Mail from Andrew Abaza to John Thorpe - November 2006
- 18 Section 1 SEMTA: SEMTA Sector Skills Agreement
- 18 Section 2 SEMTA: E-Mail from SEMTA to John Thorpe - November 2006
- 19 Section 1 SFEDI: SFEDI Standards, Qualifications and Achievement Strategy for Business Enterprise Learning and Skills (Working Draft)
- 19 Section 2 SFEDI: A Framework for Achievement in Business Enterprise. Report to QCA. By OCR. March 2005
- 19 Section 3 SFEDI: Small Businesses with no Employees (Formerly Zero Employee Businesses) Learning, Standards, Qualifications and Achievement Needs: SFEDI Strategy Final report. April/May 2006
- 21 Section 1 Leadership and Management. A strategy for the Social Care Workforce. (A 2006 reprint of the 2004 Topss England Publication)
- 20 Section 1 Skillfast: Analysis of the gaps and weaknesses in current workforce development activity – January 2006
- 20 Section 2 Skillfast: Stage 4 report: Market testing of the SSA proposals and assessment of potential for collaborative action by the sector – April 2006
- 20 Section 3 Skillfast: Analysis of the gaps and weaknesses in current workforce development activity in Scotland – February 2006
- 20 Section 4 Skillfast: A Skills Needs Assessment for the apparel, footwear and textiles sector in Northern Ireland – April 2006
- 22 Section 1 Skills for Health: Skills Needs Appraisal Skills for Health – November 2005
- 22 Section 2 Skills for Health: Sector Skills Agreement for Health (England) SSA Collaborative Action Plan Framework; Delivering a Flexible Workforce to Support Better Healthcare and Healthcare Services – October 2006
- 22 Section 3 Skills for Health: Sector Skills Agreement for Health (Scotland) SSA Collaborative Action Plan Framework; Delivering a Flexible Workforce to Support Better Healthcare and Healthcare Services – October 2006

- 22 *Section 4* Skills for Health: Sector Skills Agreement for Health: Stage 3 / January 2006 Delivering a Flexible Workforce to Support Better Health and Health Services - The Case for Change – January 2006
- 22 *Section 5* Skills for Health: E-Mail from Emma Skipper to John Thorpe - November 2006
- 23 *Section 1* Skills for Justice: Justice Sector Skills Needs Assessment for England – June 2006
- 23 *Section 4* Skills for Justice: Leadership and Management A new beginning?
- 23 *Section 5* Skills for Justice: E-Mail from Skills for Justice to John Thorpe - November 2006
- 24 *Section 1* Skills for Logistics: Right Skills, Right Place, Right Time! The Logistics sector skills agreement. Analysis of Gaps and Weaknesses in Workforce. Development Activity (Stage 3) – January 2006
- 24 *Section 2* Skills for Logistics: Right Skills, Right Place, Right Time! The Logistics sector skills agreement. An assessment of current provision for skills needs in the Logistics Sector. (Stage 2) – November 2005
- 24 *Section 3* Skills for Logistics: Skills for Logistics Assessment of Current and Future Skills Needs in the Logistics Sector (Stage 1) – October 2005
- 24 *Section 4* Skills for Logistics: Welsh Assembly Government – Wide SSA Action Plan for Wales – October 2006
- 24 *Section 5* Skills for Logistics: The Logistics Skills Agreement for Scotland Draft – October 2006
- 24 *Section 5* Skills for Logistics: E-Mail from Skills for Logistics to John Thorpe - November 2006
- 25 *Section 1* SkillsActive: Skills Needs Assessment for ENGLAND – September 2005
- 25 *Section 2* SkillsActive: Skills Needs Assessment for Scotland – October 2005
- 25 *Section 3* SkillsActive: Skills Needs Assessment for Wales – January 2006
- 25 *Section 5* SkillsActive: Skills Needs Assessment for Health & Fitness – September 2005
- 25 *Section 6* SkillsActive: Skills Needs Assessment for Playwork – September 2005

- 25 *Section 8* SkillsActive: Assessment of Current Provision: ENGLAND – February 2006
- 25 *Section 9* SkillsActive: Assessment of Current Provision: SCOTLAND – February 2006
- 25 *Section 10* SkillsActive: Assessment of Current Provision: WALES – February 2006
- 25 *Section 11* SkillsActive: Assessment of Current Provision: NORTHERN IRELAND – March 2006
- 25 *Section 12* SkillsActive: Assessment of Current Provision: Health and Fitness – March 2006
- 25 *Section 15* SkillsActive: Analysis of Gaps and Weaknesses (UK) – April 2006
- 25 *Section 16* SkillsActive: Sector Skills Agreement Scotland – September 2006
- 26 *Section 1* Skillset: Skillset Sector Skills Agreement (England)
- 26 *Section 2* Skillset: Skillset Sector Skills Agreement (Wales)
- 26 *Section 3* Skillset: Skillset Sector Skills Agreement (Scotland)
- 26 *Section 4* Skillset: Skillset Qualifications Strategy – September 2005
- 27 *Section 1* Skillsmart Retail: E-Mail from Skillsmart Retail to John Thorpe - November 2006
- 28 *Section 1* SummitSkills: E-Mail from Keith Marshall to John Thorpe - November 2006
- 29 *Section 1* UK Workforce Hub Futureskills 2003