Employer Engagement and Work Based Learning: Research Findings for Kent and Medway

Compilation of Research Reports

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Introduction

Kent and Medway Lifelong Learning Network has commissioned the research summarised in this report to provide intelligence on successful models of employer engagement and work-based learning. Five aspects, broad areas of enquiry and review have been identified:

1. **What lessons can be learned from Institutions with major work-based learning and employer engagement links e.g. Middlesex, Derby and Chester Universities which have well established work-based learning provision?**

2. **Criteria for success in the regions, e.g. the NE and NW of England, where employer engagement is more successful than in the SE;**

3. **The range of approaches adopted by HEIs which have successfully taken up co-funded employer engagement additional student numbers (ASNs);**

4. **The level of demand in Kent and Medway for higher level (i.e. Level 4 and above) work-based learning, how have employers been successfully engaged locally and what types and modes of learning have been most in demand by employers and employees;**

5. **The infrastructure that exists in Kent and Medway for employer engagement focused on higher level skills and what opportunities there are for developing it;**

6. **Key recommendations for enhancement of employer engagement in Kent and Medway emerging from this research will be summarised;**

Background

The Kent and Medway Lifelong Learning Network (KMLLN) is a £3.85m programme to encourage local people to take advantage of vocational and work-based courses to improve their skills and careers. KMLLN is a partnership of 11 higher and further education institutions: Canterbury Christ Church University, the University of Greenwich, the University of Kent, the University College for the Creative Arts at Canterbury, Maidstone and Rochester, Canterbury College, Hadlow College, North West Kent College, Mid Kent College, South Kent College, Thanet College and West Kent College. The core partners are part of a wider stakeholder network including key local, regional and national organisations.

KMLLN’s *Development Plan* sets out the Network’s priorities to 2009. The employer engagement project relates to the identified priorities for the work-based Learning, CPD and training strand of the Plan. From a sector perspective KMLLN has identified five broad priority sector groups, with...

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1. [http://www.gre.ac.uk/pr/articles/latest/a1357 - kent_and_medway_lifelong_learning_launch](http://www.gre.ac.uk/pr/articles/latest/a1357 - kent_and_medway_lifelong_learning_launch) [accessed 19/2/08].
activities for each sector led by one of the partner institutions. The priority sectors are:

- Health and social care, and education (led by Canterbury Christ Church University)
- Land-based and sustainable futures (Hadlow College)
- Culture, hospitality and tourism (University College for the Creative Arts)
- Built environment, manufacturing and engineering (University of Greenwich)
- Business administration and finance (University of Kent)

While the Network’s activities are expected to focus on these broad sectors, there is also scope for development of services in Biosciences and Transport and Logistics, along with other emerging sectors with higher level skills needs.

Employer engagement forms a key part of Government policy on higher level skills, a key aspect of which is, “progress towards a new relationship between employers and higher education”\(^3\), alongside broader moves to raise the level of workforce skills at Level 4 and above.

Recent research for the Department for Innovation Universities and Skills (DIUS)\(^4\) provides valuable insights into the nature of employer demand for higher level learning, which informs the research design set out in this proposal. This research suggests that:

- There are multiple employer markets, but they are largely *latent*, low demand and high risk at present. In general terms HE is not “set up” to deliver to this market.
- This latent market is released when higher education providers and employers work closely together, with communication being the key to generating knowledgeable supply and demand.
- Higher level provision is changing, demonstrating greater accessibility, flexibility, adaptability, integration and responsiveness to employer needs, and relevant to the context of professional practice in the workplace.
- In bringing about the required “step change” in HE’s role building direct relationships between HE, employers and employer organisations will be critical.

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While this report’s focus is on Higher Education, a similar picture of employer demand emerges from research into the Further Education sector. Research by the former Learning and Skills Development Agency (LSDA)\(^5\) identified six factors that encourage employers to use colleges, including:

- Access to national qualifications, especially when related to legislation, professional requirements and regulation, or to aid recruitment.
- College responsiveness, with providers being flexible, finding solutions to companies’ problems, adapting provision and offering solutions with the right training, content, format, location and time.
- Good relationships, developed over a long time and which employers are keen to maintain.

Existing research, therefore, suggests that employer demand for work based higher level learning is best assessed through a combination of:

- Understanding data on economic and related skills trends, providing evidence on the likely scale and nature of demand. This can best be done using existing data sets for Kent and Medway, and published sources, such as research related to Sector Skills Agreements and Sector Qualifications Strategies produced by the Sector Skills Councils.
- Building a qualitative picture of current and future demand as seen by those closest to it, i.e. providers who are successful at developing employer relationships and meeting their needs, and intermediaries, such as Train to Gain skills brokers.

\(^5\) Exploring Employers’ Perceptions of Employer Engagement, Maria Hughes and Barry Smearton, LSDA.
Aspect 1 - What lessons can be learned from Institutions with major work-based learning and employer engagement links e.g. Middlesex, Derby and Chester Universities which have well established work-based learning provision?

1.0 Introduction

Universities play a key role in the UK economy, generating over £45 billion of output a year. Yet, the Leitch Review called for a more demand-led skills system in UK further and higher education, and set the challenging ambition of more than 40% of the adult population being qualified to higher skill levels (Level 4 and above) against the 29% attainment in 2005. This means 530,000 people a year qualifying compared with 250,000 currently – a target that the Leitch Review of Skills set as an imperative and not an option in order for the UK to be able to compete in the global market.

The Kent and Medway LLN has commissioned some brief research to draw more widely from experience and practices across the UK and particularly at the Universities in Middlesex, Derby and Chester that have major work-based learning and employer engagement. Secondly it is an aim of this chapter to look at the criteria for success in the regions, particularly in the North East, where a view was posited that employer engagement is more successful than in the South East. The objective is to inform the Kent and Medway Lifelong Learning Partnership and its constituent members in terms of work based learning and employer engagement and from the scoping study to put in place a renewed plan to tackle the opportunities and challenges that apply in the South East and in the Kent and Medway region in particular in working with employers to meet workforce development needs.

The biggest challenge in implementing the recommendations from the Leitch Review surrounds an understanding of what it is exactly that employers want and what they will pay for, how much they will contribute and the value of in-kind contributions to workplace learning and the skills needs of the future. The main areas that are explored in this piece of work are focused on identified successful models of engaging employers and workforce development and the lessons learnt in supporting the capacity of the sector to understand the issues. This chapter therefore addresses:

- Scoping primary sources on key issues, approaches and practices in employer engagement and work based learning
- Identifying the different approaches through illustrative case examples
- Exploring and explaining approaches and methods used to promote disseminate and sustain successful employer engagement and work based learning.

These will hopefully assist the trajectory of how higher education institutions and further education colleges in Kent & Medway can best position themselves individually and collectively to provide the higher level skills

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6 UniversitiesUK (2006) Higher level learning, Universities and employers working together, p 1
needed by employers, learners, the economy and society in the region and deliver a holistic approach to the key challenges presented in responding to demand-led provision.

1.1 Context of Workforce Development and Employer Engagement with Higher Education

It is well understood in the sector, and has been given considerable momentum by the Leitch Review, that UK employers expect more jobs in the future to be at more senior levels and will require higher skills than is currently the case. Factors toward this include links between business performance and the capabilities of their management, the deployment of human resource management practices and the likelihood to engage individuals comfortable with change and who will undertake ‘riskier’ strategies to strategically reposition business entities rather than cost cutting. These have been noted in various studies of management skills and business performance. The high and sustained wage premium employers pay for graduates reinforces the argument that there is a shortage of people with higher-level skills and with the capabilities that employers need. Together with the declining cohort of young people entering the labour market, this shortage is set to increase.

Despite these factors, however, the UK has traditionally been more reluctant than its overseas competitors to invest in formal staff and management development and there are considerable variations in the extent to which businesses tap into external courses. It is estimated that in the UK of the total business training budget of £5 billion only 4% is taken up by the higher education sector – a figure that is considerably coming into focus as a requirement for HEIs to work harder to engage employers.

A report in 2007 reviewing evidence on employer demand and assessing how much engagement employers actually have with higher education noted, for example, how the service sector appears to use external courses more frequently, while distribution companies use significantly less management education leading to formal qualifications. Different sized companies appear to have different approaches, with smaller businesses less likely to access external courses. The UK, in comparison with international companies, appears to place greater emphasis on ‘on the job work experience’ rather than training – a fact that may explain why there is historically and culturally a lower premium attached to vocational qualifications over academic ones.

There are many questions pertinent to the Kent and Medway LLN employer engagement project about why there is a reluctance on the part of employers to use external courses and how the LLN and its partner institutions might assist. Is it that there is a low level of awareness about what is available in

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HEIs? Or a relatively poor marketing push? Or perhaps a reluctance on the part of HEIs to develop learning products that meet the often very specific needs or companies? There is the identified problem of the inability of stakeholders in employer engagement - and especially of small businesses - to articulate precisely what learning they seek or need. Often the funding mechanisms act as a disincentive rather than an incentive for the opportunities to develop bite-sized learning and to engage in partnership working in this sphere. International and multinational businesses in comparison with UK based small and medium sized companies appear to be more sophisticated in the approach to development and deployment of HR management strategies and place an increasing importance on external courses, consultants, and development of specific products. They use the skills, knowledge and expertise of their Business Schools in particular.

1.2 Methodology

The methodology adopted in this project is initially through desk based research identifying relevant information from research reports, policy documents and websites, followed up where possible with face to face interviews, or failing that with telephone or electronic communication to elicit specific examples and initiatives on which the Kent and Medway LLN might build. It is worth noting that the area of employer engagement is occupying minds at a hierarchy of levels from high policy documentation, funding council employer engagement strategies (HEFCE and the LSC) a diversity of commissioned activities (studies, conferences and seminars) on various aspects by interested bodies (e.g. HE Academy, fdf, CIHE,) regional LLN strategies as well as individual higher education institutional plans on how best to promote higher productivity and growth through HE engagement with employers.

The Kent and Medway LLN research team is aware of the fact in particular that the Higher Education Academy has a publication coming out at about the same time on the same institutional models of employer engagement (April 2008) and while time constraints have not permitted sharing of outcomes prior to completion of each others work, it has been agreed that a meeting will be held with the HE Academy Employer Engagement/Workforce Development team to compare outcomes. At interview, many of those spoken to also referred to the work done with the HE Academy.

The method adopted thus involved:

- A literature search identifying a number of key sources of research evidence.
- Interviews with stakeholders in the models of employer engagement selected (institutional and regional via LLNs) and wherever possible with someone who could speak both strategically and operationally about the impact of work-based learning and employer engagement in the local learning community.
Further research around specific illustrations given as small case studies of successful employer engagement.

The interviews were semi-structured (see Appendix 1.A) and revolved around a number of questions, which served as prompts for moving through the territory of employer engagement. It was noted that each of the persons interviewed stopped and talked at length on differing questions, which may have reflected their vivid recollection of success or difficulties in employer engagement. It also highlights the difficulties of managing the diversities and complexities of the issues involved in putting together a coherent evidence base of the factors involved and lessons learnt in employer engagement and workforce development.

The prompts or questions in the semi-structured interviews encompassed, *inter alia* flexibility of approaches; the nature and type of business focus; how far learning might be integrated with the company’s internal progression routes; perceptions of whether employer engagement was employee-led (individuals seeking a qualification) or employer-led (outsourcing training needs); how important a consistently high standard of quality of application is; the use of APL/AP(E)L, accreditation as well as the role of policy interventions in employer engagement.

Mindful of the emerging burgeoning literature ‘about’ employer engagement, together with less about ‘how to do it’ and the range of experiences to be captured, the interview questions were based on strands that emerged from Connor’s study (2007) on *Workforce Development: What Works and Why?*11 The reason for this included the time constraints in this short study, the opportunity to follow through emerging threads and questions, and to quickly build on and add to the evidence base in a coherent and consistent way and offer the opportunity to tailor findings for the sub-regional need in Kent and Medway.

1.4 The Lessons to be Learned from the Case Study institutions of Middlesex, Derby and Chester

1.4.1 University of Middlesex

Middlesex University has made an ongoing and significant contribution in engaging employers through its major focus on work-based learning, a strand that is key to the University’s mission and ethos. The newly configured Institute for Work Based Learning takes forward the development and operation of the work of the HEFCE funded Centre for Excellence in Work Based Learning (http://www.mdx.ac.uk/wbl/index.asp) in this area and provides a WBL higher education curriculum at all levels from Certificate to Doctorate. The Institute for Work Based Learning has been established to supercede the former

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12 The CEWBL is one of 74 Centres for Excellence in Teaching and Learning awarded to Universities by HEFCE in 2005. It has been at the leading edge of developing and rewarding teaching and learning which is directly related to the demands of knowledge-driven economies
National Centre for Work Based Learning Partnerships which includes professional practice through partnerships outside higher education and across diverse sectors.

The University offers a range of products and services in connection with employer engagement with higher education generally and work based learning, accreditation, consultancy and continuing professional development specifically. It has a 13 year history of pioneering a distinctive approach to WBL in higher education, based upon WBL as a field of study and not just a mode of learning. The research to support the WBL Research Centre, which is part of the Institute for Work Based Learning, is aligned so as to support and explore an innovative approach to curriculum.

The Institute for Work Based Learning’s vision is to bring learning to life and provide a rigorous, robust, flexible and innovative approach to professional and organisational development. Its professional practice programmes are designed to be equal in level to academic work in terms of level and rigour and to develop the practice of people at work. It is interesting to note that this did not emerge from existing subject-based curricula within the university, but from the outset was designed for people working full time and who wanted to undertake higher education study based on their current work and work experiences. Therefore the curricula were developed related to knowledge which is practice-based and draws on practitioner-led enquiry as a principle of students’ research. The programme requires learners themselves to define the scope and focus of their programmes in which they are able to make significant changes to the practice of their organisations or professional area.

The research undertaken for this project indicates that a dominant factor influencing success relates to the mechanisms and infrastructure that allow for the exchange of knowledge between the university and their partner organisations and the flow of people and data that develops knowledge and evidence. From evidence gained in interviews, this appears to add significant benefit to students, their organisation and professional areas.

When asked about the ways of engaging employers, one individual interviewed gave two specific contrasting examples of curriculum that she was involved with. Two case scenarios were compared:

Company 1, a professional development company that worked exclusively at Masters level and had involvement with both vets and coaches in the area.

Company 2, was an international coaching organisation involved in South Africa and the UK with Masters and post-graduate certificates.

Company 1 had a history of working collaboratively with the University. This meant that they had a variety of modules that they owned, some drawn down from the University in the Middlesex shape and some slightly different. Through a Memorandum of Agreement, they delivered their own modules which they assessed and accredited themselves as part of a programme and then came to the University to draw down three accredited modules as part of
their programme:

- Learning Programme Plan
- Research Proposal and Methods
- Research Project

This arrangement served both parties well for quite a while but has recently escalated to a request for a validated programme. This is in its first year and has involved the University quality monitoring the programme, but with relative autonomy on the part of Company 1. The University’s involvement comes to the fore with the provision of two individuals for the assessment board.

...they [Company 1] assess it all, moderate it, keep the records, they enrol students etc, and inform a different organism in the University that deals with those sort of programmes. At assessment time (in January and May) they have their own boards for their company and Middlesex samples the work

Company 2 has a similar model to Company 1 but before it became a validated programme the University had explicitly tailored it to their needs.

As an international coaching organisation they wanted to be in charge of the level of the excellence of their coaching and to provide learning activities to the standards that their company demanded

Within Middlesex with every degree the learner can bring on RAL (Recognition and Accredited Learning), so they put forward a programme of learning up to the maximum allowed for such credit.

They deliver the work for RAL, the coaching and observation and it is sampled on an ongoing basis. When the learning activities are completed, they get a certificate from the University and that comes across as accredited learning. This is using accredited learning flexibly.... Not only do the learning activities have to be accredited but also the written work they hand in has to be sampled.

Following the RAL and the issue of a certificate, the learner moves on to the three modules of Learning Programme Plan, Research Proposal and Methods and Research Project mentioned above. However, in order to tailor it for the company and given the amount of reflection required in their learning plan, the configuration of credit is different with one 60 credit module (approx 40 credits allocated for the project and 20 credits for the rest).

In the University Centres overseas like Cyprus and Hong Kong, the models employed are more akin to traditional Middlesex cohorts although everyone on programme has to be working and have an employer link. The cohorts are different, and bespoke tailor made programmes are put in place with different employers. It was noted by the interviewee that generally there is a distinction
between models that are ‘employer led’ rather than those where the employer might in some way feel that they are being fitted in to a pre-existing programme.

*Middlesex is truly work based learning focused what is being said is ‘we value the working that you as a company are offering’.... so there is a parity of esteem.*

In the examples above, we are talking about cohorts of students, but the models at Middlesex are flexible and do allow for individual learners that come in and wish to pursue academic study.

In discussing the systems and processes to support employer engagement, it was noted that education institutions in the past might be accused of attempting to ‘shoehorn’ a work-based learning student into existing structures. For example, in the interviewee’s experience, and not one at Middlesex, the case was cited of a company sending its employee/learner enrolled at a UK higher education institution to Japan on business but the HEI not making allowances for deadlines set in the existing course structure. The characteristics of many work-based learners are that they may be in relatively senior positions and adept at writing sophisticated and tailored reports and the cultural and relational aspects of business and education are not enhanced when there is not an understanding of each other’s pressures.

Again, comparing the approach of Middlesex University to an anecdotal example from elsewhere, the interviewee stressed the flexibility and pragmatism built into the system at Middlesex. The example from elsewhere was of an experienced Senior Executive of a company with NVQ Level 5 who was experienced at claiming credit for and reflecting on his practice. He was a fellow of the CMI, and although living in Europe was encouraged by the interviewee to undertake a Masters programme at an English university. His 70 credit research project for the qualification was about closing down a company, employing a bilingual approach and related to understanding and working in two legal systems over a period of time. He had negotiated his learning outcomes, written up his work and presented it to the Work Based Learning Unit at the University whose recommendation was that it had earned its credit. However, the Business School picked up that he had not quoted a particular theorist, and felt it necessary ‘academically’ for that particular theorist to be there. The tension was thus highlighted about the requirement of what exactly was being asked for by the University in its work-based learning Masters qualification? Citation of authorities that might be irrelevant to an individual’s work-based practice but that are essentially academic, or the use of theoretical reading that could be applied to the workplace. The former would seem to suggest that there is still a way to go to recognise ‘parity of esteem’ of the work-based learner, and is a factor that could impact on the Business/HE interface.

This latter example brought in to play potential distinctions between different parts of the University and their respective philosophies. In particular, if employer engagement is to be recognised as part of the broader approach of
promoting flexible lifelong learning, if the workplace is to be developed as a site of learning, and if institutions are to respond to employer need through customised and personalised learning, then, as appears at Middlesex, it is imperative that there is a clear, common and understood recognition of what constitutes adequate learning.

Middlesex, as with many successful models looked at has a dedicated identifiable unit, whose Director links through the University and who has long term connections with many of the academics. This is a perceived strength and the central unit has corresponding staff in each of the Academic Schools who they can identify and liaise with.

1.4.2 University of Derby

At the University of Derby Learning Through Work (LtW) (http://www.derby.ac.uk/workbasedlearning) is designed for people who are in work and wish to study part-time for a Higher Education award of credit. Since 2001 the University has offered LtW in partnership with Ufi/Learndirect with it providing access to an online learning contract negotiation platform designed to support work based learning. The LtW programme is facilitated through the School of Flexible and Partnership Learning.

In discussion with Professor David Young, Head of Flexible Learning on questions related to workforce development and employer engagement, he believed that the University was running ahead of the policy consolidated through the Leitch Review of Skills. He pointed to the considerable growth from the University opening its doors to its first work-based learner in 2001 to the 1000 learners that are enrolled on negotiated work-based learning programmes today. When questioned about challenges and successes, he thought that it was sometimes more difficult to work with the big corporates which had a well developed training department because there was more investment needed in time to achieve convergence of cultures, in terms of talking the same language and in terms of modification to existing custom and practice. Examples of success seemed more grounded in medium sized companies where the ‘30 credit, assessed piece of work that fits neatly into a financial year’ appeared attractive to employers. Over half the accredited awards on negotiated learning programmes were gained in this manner:

...small bits of educational opportunity, offering information in terms of new skills and evaluation. These qualifications have impact for both learner employees and employers and seem to be able to punch way above their weight.

It was noted that as higher education institutions go into a new era with Additional Student Numbers being granted only when co-funded with employers and being drawn down through the Strategic Development Fund, that the short accredited bite-sized programme is an interesting model to pump-prime and pursue. The idea of a short period of defined commitment for the employed learner is summarised as one with:
A good example referred to was a 60 credit learning programme related to the PGCE undertaken with Ufi. Twelve learners came on to this programme, nine completed and two went on to full masters, including one who got a distinction. The value of it was, however, that you could engage with it flexibly while at work.

In trying to pin down the characteristics of a traditional work-based learner at the University of Derby, the archetypal learner’s characteristics were identified as

*being over the age of 35, with skills status and expertise together with knowledge of the workplace and whose paper qualifications were typically way below the level that they are currently operating at and also possessing an overwhelming desire to achieve*

Other factors of interest were that although the national LtW scheme is national, over 60% of those enrolled have a local ‘DE’ postcode. Of equal importance seems to be the idea that the potential learner has nurtured the idea of engagement with learning elsewhere. Experience has shown that those who find the learning least challenging in terms of achievement are those who have engaged with learning recently at some other level.

It was felt that workforce development and employer engagement equally involved learners and employers and that the agenda was not led more by one than the other. However, the view was firmly held that employer engagement is predicated on the learner who is employed in the workplace. Successful programmes were those that unequivocally had a focus on offering something for the individual, something for the organisation, and accredited learning. Fundamental to the employer engagement agenda are mechanisms such as the use of APL and AP(E)L in particular. A key message in this respect from the perspective of Derby is the need for learning outcomes to be articulated clearly with level descriptors. While the University did a lot of work with AP(E)L, Professor Young was of the view that while determining level was not always simple, but relatively achievable, the challenge was in determining the amount of AP(E)L – particularly as mapping AP(E)L does not lend itself to learning hours, which is often how, essentially, the HE experience is gauged.

On the question of resources and cost efficiency, Professor Young was clear that the myth that WBL could be delivered ‘on the cheap’ needed to be firmly dispelled. Delivery costs are not prohibitively expensive, but are not such that they can be delivered without adequate resourcing and infrastructure. If the aspirations of flexibility in terms of the ‘pace, place and mode’ of learning are to be realised then there has to be a corresponding investment in resource. The shift for Universities is really to enable the learner to get what they want
and in a manner in which they want it. At Derby it was believed that there should be a proper ‘blending’ of learning so that it is tailored and supported and investment has been made in this area. It was noted that one of the different features of learning through the workplace was that it was transdisciplinary and for quality assurance purposes this does not always fit easily into a subject benchmark area:

the odds are that the expertise in the subject area will be sitting outside the area of subject.

A final area of discussion related to how employers were engaged in terms of proactivity of the University and how and where learners made their way to the University. From the perspective of the LtW programme at the University traditionally it has been felt that large adverts do not work well in terms of the words on the paper and attracting learners. Conversely, word of mouth spread by individual learners or championed through case profiles is very powerful, both in a formal and an informal way. A targeted marketing campaign for both learner and employer organisations has recently been undertaken and the University waits to see its impact.

1.4.3 University of Chester

At the University of Chester the Department of Work Related Studies (http://www.chester.ac.uk/cwrs) forms a focus for outreach activity with the business community. With a track record of working at the cutting edge of work based learning for over 20 years, the present department aims to improve the quality of the working relationship between Higher Education (as it exists in the University of Chester) and the world of business and commerce (principally as it exists in the sub-region which the university serves). The Learning through Work (LtW) programme is configured to offer access to higher education qualifications (undergraduate and postgraduate) through work-based learning supported by on-line and /or face-to-face tuition. It can be supplemented with standard modules taken by attendance at the University of online. As with many WBL programmes it starts with a process of self-review and assessment of the learner’s own knowledge and skills and how these relate to the individual’s personal and professional development needs. From this point, the learner identifies the areas of learning on which they wish to focus and negotiates their own individualised programme of study with their own specialist personal tutor. On-line learning materials are available to assist in this process.

The Accreditation of Prior Learning (APL) in the form of previous qualifications and Accreditation of Prior (Experiential) Learning through knowledge and skills already acquired through workplace activity allows for entry at a higher level than would be otherwise possible. As with the point made in discussion with the University of Derby, while there are no formal entry requirements for LtW, the demonstration of a commitment to learn and study at degree level is essential. The key to both engaging employers and the learner is the mutual
respect that is afforded to knowledge learnt in the workplace and the value
and recognition that Universities and Colleges place on it.

The Work Based and Integrative Studies programme at Chester facilitates co-
operation with businesses and organisations, whereby corporately negotiated
programmes of staff development are delivered in the workplace. These are
assessed in co-operation with the University of Chester, and employees
awarded academic credit for their learning achievements. Their success is
related to the co-operation and platform for partnerships that such
engagement throughout the region offers. The academic awards range from
achievements at undergraduate level for a single module, through to a
Certificate in Higher Education (8 modules) a Diploma in Higher Education (16
modules) a BA/BSc Hons (24 modules) to a corresponding postgraduate
framework from 1 module to 12 modules for an MA/MSc.

In discussion with the Dean of the Department of Work Related Studies on
questions related to this research there was a view that while the University of
Chester welcomed the Leitch Review, it was seen as a ‘validation’ of the work
that they have been engaged in with employers for a considerable time, and
their track record in terms of employer engagement was described as
‘proven’.

A recent success in terms of workforce development highlighted work with a
government department offering front-line service employees a 60 credit
programme (comprising three 20 credit modules) resulting in a Professional
Development Certificate. Demand is such that there is a full time member of
staff seconded to work on this initiative where there are between 1200 - 1500
learners. They comprise a mixture of graduates and those who have not
been in higher education and while some through APL or AP(E)l have been
fast tracked, so that they achieve the award in 4 – 6 months, the normal
anticipated completion time is 12 months. The working relationship arose
from the University being selected in response to a tender for the work
through a national advert for expressions of interest and has allowed the
opportunity to examine the current training approach of the employer, to
collectively deconstruct it and build the new HE/industry relationship from the
ground up. This has provided a demonstrable information and knowledge
base and offered a time for critical thinking and reflection on the part of both
parties.

In the general experience of the University, one area that they identified as
more problematic related to ‘Not–for-Profit’ organisations. The reasons for
this are that they often have a small core of employees, but a larger network
that they want developed in terms of training. Because the centre itself might
not have a strong degree of control and may not even directly employ people
– for example they might be a voluntary workforce – getting to the decision
makers and moving the ‘organisation’ forward can prove problematic in terms
of recruitment and achievement.

On the question of whether the approach of the University was employer or
employed learner led, the answer as with most of the institutions questioned
was a combination of both. About half of the learners came through businesses or organisations that approached the university and might want help in developing their training and the rest from individuals who make their way to the negotiated learning programmes. The needs of both are equally important.

Recently a joint collaboration, Leading Employer Engagement Project (LEEP), has been awarded significant funding for three years by HEFCE’s Strategic Development Fund in order to identify, create and validate ‘missing’ sector skills specific provision at HE level 4 and above. The partnership is through the University’s School of Lifelong Learning with partners from a leading consultancy practice, a training provider and a specialist Further Education College. The project aims to boost the number of work-based learning programmes in the private sector and works closely with the business community looking at in house training programmes and staff development needs to enable employees to develop skills with Higher Education accreditation. It is early days for the project and the Dean of Work Related Learning noted that as might be anticipated:

some employers are enthusiastic and recognise that they can work with it, whereas others who have been approached had never thought of it [working with the University] previously

A further observation on working with employers was that ‘time’ is an important element, and while sometimes higher education is subject to criticism for the length of time to get things moving, there is often an underestimation of the time that is required by employers in getting aspects of workforce development/training underway. It is often dependent on particular personalities and the relationships that are built up, and in times of budgetary crisis the first thing that is shelved in the world of business would be education and training.

The Managing Director of the collaborative project on employer engagement has noted that there are close links with the consultancy practice that affords a strong client base and especially so in the private sector. The partnership is one that provides momentum and a route in to build on personal development with business related projects. As part of the press release announcing the project he said:

Our Continuous Professional Development (CPD) and Leadership Questions approach provides a proven way of unlocking talent and supporting the retention of key personnel, whilst providing the motivation of externally recognized qualifications. An example of one of our current strong links in the corporate sector is with Lloyds TSB Asset Finance Division where we have developed programmes, working with their Training and Development team, using our CPD and Leadership Question approach which have enabled individuals not only to develop themselves but also to deliver real and significant business benefits…organisations are increasingly asking tough
questions about the cost benefit of spend on training and
development and we have the means of demonstrating a return
on investment

Some closing comments in the discussion concerned the approach of the
University of Chester related to the infrastructure arrangements and the
importance of the framework within which workforce development operates.
The questions of resourcing work-related learning, the shifts in thinking to
accommodate such provision and the difficulties that are presented if the
three year traditional learner model in terms of hours studied remains the
‘gold standard’ were also considered. There are also interesting questions of
staff development for those engaged in work-based learning when they are
working in transdisciplinary settings and outside subject benchmarks.
1.5 Lesson to be Learned from Institutions with Major Work-Based Learning and Employer Engagement Links

When looking at the lessons to be learned from the three models of Middlesex, Derby and Chester Universities which have well established work-based learning provision, the fact that they have pre-dated government imperatives in this policy context has meant that they have had a longer lead time to establish themselves in their particular niche areas. While Derby on balance counts the majority of its work based learners as local learners with a ‘DE’ postcode, Chester has worked to engage employers nationally, and Middlesex has engaged work-based learners internationally as well as regionally and nationally.

Appendix 1.C offers a summative grid of the comparative information gleaned from this short research study, and what is striking is the strong degree of synergy between the models. While there might be tailored differences in terms of ‘market’ and the ‘offer’ to employers, the messages coming through are the importance of:

- A central university structure that facilitates employer engagement and with whom business/HE relationships are built up, whether it be a Department, Faculty or Centre
- The ability for that structure to grow flexibility and respond to changing needs (the models looked at had operated through a range of configurations over a period of time and appeared to be constantly adapting their infrastructure to accommodate this change)
- Dedicated staff who are able to invest the time in relationship building over a period of time and who have the knowledge, skills and experience to provide a range of products, as required, for the employer and/or employed learner
- Employer engagement involving parallel approaches in working with business that are both employer and employee led. All models offered programmes with employers and employees as the ‘customer’, and all three institutions thought a combination of both was important
- The university offer including tailored programmes and employing smaller chunked courses of accredited learning. Each institution was already doing this, had enjoyed considerable growth in this area and were primed ready to employ this way of working more in the future. The offer from the University was varied with a combination of learner negotiated programmes, bespoke tailored programmes, programmes that drew down modules, within an accredited learning framework
- The role of robust quality assurance that was seen as non-negotiable, of paramount importance and attractive to employers and learners alike
(an internal requirement mentioned by one University was the need to have external Examiners who were familiar with work-based learning and with the inter and trans-disciplinary matters that working with and for employers threw up)

- APL and more explicitly AP(E)L was a cornerstone of workforce development and employer engagement and was used skillfully and often. Not only using this, but the pedagogical understanding of this and negotiating ‘level’ and ‘amount’ was important.

- Research and reflection and the widespread dissemination of good practice throughout the sector and for example through the regions

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Wedgewood, M (2007) Employer Engagement, Higher Education for the Workforce, Barriers and Facilitators, the results of a survey for the DfES
Aspect 2 - Criteria for success in the regions, e.g. the NE and NW of England, where employer engagement is more successful than in the SE

2.0 Introduction

Professor David Eastwood, Chief Executive of HEFCE recently paid tribute to the power of universities in the north of England to work with employers, to engage and drive economic activity, to renew social capital and to transform cities and regions. He noted:

Regional development agencies here have understood this, with myriad partnerships with universities and us. From regeneration in Burnley Barnsley and Blackpool to creating a dynamic new institution in Manchester, and to the long-standing and much-valued collaborations in Yorkshire, agencies have invested in universities precisely because of the power of their economic interfaces and the quality of their relationships with employers

2.1 Method

Both the North East Higher Skills Network (NEHSN), the Lifelong Learning Network for the North East and staff from the University of Teesside were interviewed in respect of how they thought employers might perceive their engagement with universities and colleges in the region and what their criteria for success might be.

2.2 Results

Perhaps one view that came through from all the interviews conducted in the North East was a reflection on the fact that employer engagement might be considered more successful than in the South East. The view from the north that along with this view might come the perception that employer engagement was somehow ‘easier’ in the north, something that was adamantly refuted, and in the south the University of Middlesex was obviously not going to be persuaded by this view.

A recent publication, commissioned by the NEHSN on behalf of the 28 universities and colleges in the North East identified how companies formulated their strategies and policies on employer engagement and workforce development including how far their requirements were being addressed; the factors that influenced budgets for higher level skills development and the influence of price; the short and long-term needs of organisation; and the most appropriate forms of delivery and modes of learning beyond the traditional ‘day release’ model. It also looked at the extent to which organisations would wish to become involved in influencing the design, delivery and assessment and the use of accreditation of learning.

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The key findings from 45 depth interviews were conducted across three skills groups of key regional significance (leadership and management; health and social care; engineering [manufacturing]) and from the five geographical areas within the North East (Northumberland, Tyne, Wear, County Durham and Tees Valley/Teesside). They are not replicated in full here, but summarised as follows:

- **Formulation of strategies and policies**
  The external influences that might shape training and development policy, and the extent to which organisations currently engage/might wish to engage in developing high level and professional skills included a formal regular process of appraisals and reviews. These were used in their profession or industry to identify individual higher level developmental needs and were supported by ongoing dialogue. Each sector reported this, which in turn suggests the flexibility to respond to emerging needs and opportunities. Respondents from all three skills groups cited legislation and regulation frequently as an external factor informing their strategies for higher level skills development. Private sector interviewees also named competition and the changing market as important external influences. Strategic or business plan objectives were suggested as key internal influences on strategies for staff development and business growth, budgets and availability of funding were other factors suggested. Almost all interviewees said that they would be interested in having more influence on higher level skills provision in the region, such as through an employer panel with the NEHSN.

- **Factors influencing budgets**
  While in Leadership and Management and Health and Social Care, interviewees largely reported a budget in place for skills development and often a combination of central and devolved budgets, in Engineering (Manufacturing) dedicated training budgets were mentioned from large companies only. These were centrally held. In all three skills groups, budgets were based on historic spending, number of employees and additional identified training needs. Company performance was also important to leadership and management and the engineering sectors, while grants and government initiatives were important to public sector organisations in Health and Social Care.

- **Influence of price**
  In many cases the importance of cost depended upon the level of priority attached to any training, e.g. whether it was mandatory or essential to the business.

- ** Appropriateness of current provision**
  Current or previous use of North East universities was high across all groups for degree and professional development. This was evident in Health and Social Care particularly where many respondents had active relationships with three or four universities. Employers were generally happy with the service received, and referred to examples of flexible delivery or high quality courses and graduates.
Critical feedback included a lack of flexibility in the delivery, timing or content of delivery and the importance of flexibility was reinforced by group-based discussions where it was framed as a core characteristic of the ideal learner provider. Interestingly in all three skills groups, slightly fewer interviewees reported using colleges than universities to meet higher level development needs, although in Leadership and Management, all interviews had used colleges for training such as NVQs, diplomas or coaching. Colleges were used least by private sector respondents in Engineering (Manufacturing). Plus factors for colleges included the quality, cost and flexibility, whereas criticisms related to what interviewees felt were variable levels of service including some problems relating to quality or availability of teaching staff.

- **Short-term and long-term needs**
  Management development was emphasised by public sector respondents as a short-term need and could be accommodated through a combination of in-house and external delivery. Softer skills such as coaching, presentations and appraisals were important to many private sector respondents in Leadership and Management and could be met through internal training and short courses. Few short-term and long-term needs were identified at all in Health and Social Care or Engineering.

- **Forms of delivery and modes of learning**
  While in Leadership and Management and Engineering (Manufacturing) no one structure of delivery emerged as favourite, day release, block release and distance learning all potentially played a part. In Health and Social care, the difficulty of releasing staff for training was highlighted and a strong preference for part-time day release, supported by some work-based development came through. Across all three skills groups there was no clear preference for off-site or on-site learning, although convenience and lower cost of on-site training was noted. Conversely some preferred off-site learning because of the lack of distractions and the opportunity to network or access training facilities that were not available in the workplace. Time off work for training was not generally a problem, but in Health and Social Care and Leadership and Management, support from the organisation required a matched commitment from learners to carry out some study in their own time. Factors such as shift work could cause difficulty and it was suggested that this could be addressed through flexible or blended learning programmes that allowed some online learning or training on the job.

- **Desire for involvement**
  Generally organisations were keen to be involved in the planning and delivery of learning, with the exception of the Engineering (Manufacturing) sector. Many interviewees expressed interest in having input into course content and structure, with a view to making sure that courses were relevant, suitable and meeting particular needs. It seems that most would be happy to leave assessment to the providers, although several wanted to be able to keep track of learners’ progress.

- **Demand for accreditation**
Respondents in all three skills groups suggested that accreditation was sometimes or always important for the organisation and employees, though their emphases varied. Whereas Health and Care employers highlighted the organisational benefits of accreditation, in Leadership and Management the emphasis was on the benefit of accreditation for employees, with employers seeing it as a motivation for staff to undertake development. In Engineering (Manufacturing), accreditation was important for both the company and the employee.

In all three skills groups accreditation was sometimes obligatory to meet external requirements (e.g. regulatory bodies, international standards or professional institutes). In many cases accreditation was also felt to be important in providing evidence of competence and building confidence among customers.

- Selecting learning providers
These varied and comprised formal and informal methods. In Health and Social Care many thought they would draw from their own experiences of using previous providers. Most other common methods across skills groups were also informal with respondents emphasising the importance of word of mouth and drawing on recommendations from established contacts and networks.

- Awareness of learning providers and courses
The awareness of North East universities was high with a third mentioning all six universities in the Leadership and Management sector, while in Health and Social Care, four of the six were named by more than half. In the study it was more difficult to draw interviewees’ awareness of colleges because of the relatively small size in each sample group.

Most interviewees had a high level of awareness of private training providers beyond those that were already used. Mixed views were expressed on the significance of particular types and levels of qualification in meeting higher level development needs. In Leadership and Management interviewees indicated that the choice of qualification would depend on the needs of individuals and their level within the organisation, while many from Health and Social Care saw a role for different types of qualification, including NVQs (Level 4 and above) degrees, postgraduate degrees and professional qualifications.

- Communication with the education sector
This varied between employers in Leadership and Management and Health and Social care where it was reported that there was regular and in depth contact with universities and some colleges in the region and in Engineering (Manufacturing) where only a third had regular contact with educational institutions.

In Health and Social Care most interviewees cited positive experiences with regard to making contact with universities and colleges. Many stressed the key role of a named individual in building up these relationships, a point
reinforced in later group-based discussion. In both the Leadership and Management and Engineering (Manufacturing) sector groups, several interviews described difficulties associated with contacting universities and colleges for the first time. Common complaints included not knowing who to contact, not having calls returned, and not being sent sufficiently targeted information.

2.3 Feedback from Interviews in the North East

An indication of the range of activity taking place in the North East together with the corresponding need to reflect on and disseminate work through publications and events can be seen from both the above research and from a recent set of case studies produced by the North East Higher Skills Network\(^\text{15}\). These continue to produce a demonstrable evidence base against which future success can be measured.

Perhaps one of the key messages that came through from interviews conducted over a two day period with colleagues working with employers in the North East was the emergent focus of consistently high ‘customer service’. The traditional cultural differences, the need to respond agilely to employer’s needs, yet at the same time recognise that there might need to be a long term investment in relationship building seems predicated on the expectation that colleges and universities can and will respond effectively and efficiently and deliver a quality product.

One interviewee spoke of the long and close historical association in the North East between employee benefactors and higher education, referring to a time when further and higher education was really employer driven. In particular, he cited Joseph Constantine, a shipping magnate who established the technical college that is now part of Teesside University. The interviewee felt that after a period of decline in the coal and steel industries in the region

There is now a ‘new swagger’ with ‘shoots of hope and engagement between colleges and employers’ The contractual basis of it all is ‘I will send you my staff if you provide the right thing’.

The above chimes with the view expressed by the Chief Executive of HEFCE, who at the same Universities of the North Conference, referred to earlier spoke about the employer engagement agenda and jointly funded programmes as not being a new notion:

This is not an agenda with which universities are unfamiliar. This is in part about a rediscovery of roots and a vision deeply etched in universities’ history. That so many universities and colleges are already engaged with employers is no accident. It reflects their refreshed mission; and for many it is now part of

their core business. (Professor David Eastwood, February 2008)

With regard to the pace, place and mode of learning it was felt that technology and electronic communication had a significant and ongoing part to play

I want to see in a couple of years time when an employer picks up information from the web, (because the prospectus in print will be dead), you will pick up not just the course, but the various modes of study and something about how individual need as well as collective need can be serviced. There is movement away from the Henry Ford model of ‘you can have any colour of car you want as long as it is black’ but it has been slow and is a real issue in education

The stance that therefore comes through is one where the starting point for universities and colleges engaged in workforce development is to understand both the needs and pressures on the employer and employee in their training and skills requirements.

One particularly successful example cited of such involvement and relationship building is a venture between the Orange Telecommunications Group and the University of Teesside in establishing a Foundation Degree in Leadership and Management based on customer care intended for about 300 managers. This has taken a national perspective on training and while the partnership between Orange and Teesside originated in the North East, they are now looking for a training partner in Bristol for Orange employees.

In probing a little more about who approached who, it seemed again that this relationship grew over a period of time and after an initial contact where the call was made to Orange asking ‘is there anything we can do for you?’ It was also interesting that this example was referred to a number of times and from a number of different stakeholders in further and higher education. This suggests the importance of models and achievements that can be championed as beacons of success. The researcher had an opportunity to listen to the perspective on this from the NEHSN (Employer Engagement Coordinator), the University of Teesside (Head of Workforce Development) and the College that was delivering it (presentation at the NEHSN Annual Conference on Making Skills Work for the North East). The example served as a useful platform from which to discuss the life-cycle of employer engagement, the quality assurance processes and the distinctions between learning programmes that grow out of employee enquiries in the first place that encompass the work-based learning context, as well as those that are demand led by employers and can take the form of tailored and bespoke programmes. What was evident was the number of parties who could be involved in an employer engagement programme and the need for clear lines of communication and responsibility in order to make the partnership work, the need to keep ‘the customer’ in the loop and to mediate the processes that might take place, for example in terms of accreditation and or formal validation.
In asking stakeholders in the North East about an example where a venture was less than successful or had proved more challenging, again there seemed to be consensus about a particular instance where a tailored event was to take place for a large provider who had a need for engineering graduates. Negotiations through the University seemed to suggest that there would be a pool of graduates who had the requisite skills for the particular industry concerned, but it transpired that due to the timing of the event, most of the prospective graduates had gained employment and it was felt that there was “a huge mismatch between what the industry wanted and what we were led to believe we could provide.” This suggests a number of lessons, both in terms of both parties being clear that they know each other well, that they can match each others expectations as well as the more fundamental logistical aspects of event management.

2.4 Review of Lessons Learnt and Criteria for Success in the Regions

Although this research was both limited in time and scale its findings are not out of line with other significant work that has been commissioned\(^\text{16}\). For example the overwhelming message is that the operating environment in which educational institutions and employers work together must be one that is ‘fit for purpose’. In turn this demands clear value and impact for employers who are investing in both further and higher education. What was also found was the paramount importance of sustained personal commitment in terms of building relationships and capacity – the ability to take time to understand the needs, cultures and outputs required and the ‘customer service’ skills that need to underlie such relationships.

Each of the models looked at varied in their origins and where the locus of their workforce development and employer engagement was now located. They each played their part in the particular regions where they were located (North West, East Midlands and the South East, together with the University of Teesside that was a significant player in the North East). This ranged from the Academic Enterprise Unit at The University of Teesside that worked closely with the Centre for Lifelong Learning, the new Institute for Work-Based Learning at The University of Middlesex, the School of Flexible and Partnership and the Professional Development Unit at the University of Chester with its Work Based and Integrative Studies programme.

The research brief suggested that models of regional engagement were more successful than the South East, and it would be argued that while this could not be empirically confirmed or refuted on the basis of such a small scale study, employer engagement did require a particular way of working that had been embraced and enhanced by regional partnership working. The ‘buy-in’ and benefits to be achieved from regional associations in the north was in this way more successful in terms of using the region as an opportunity for

\(^{16}\) See for example, Wedgwood, M (2007) Employer Engagement, Higher Education for the Workforce, Barriers and Facilitators, The results of a survey for the DfES
leveraging funds, but all were agreed that employer engagement was ‘hard work’

The latest emerging figures of higher education institutions only generating 4% of activity in the £5bn annual investment by the UK in this area may be an interesting benchmark on which to conduct further research, and it might well be that universities in the North have a higher proportion of this shared. However, irrespective of this it is evident that universities and colleges have a continuing job of work to contribute to the higher-level skills agenda. This calls for a proactive stance, and an investment in relational activity to better understand cultural differences and frameworks in order to develop products that match employers expectations and service their need. In order to do this there is a requirement that traverses the territory of terminology and a clear understanding about delivering a quality product.

From what has been discovered in this research it would appear that the success of the region would suggest that the following strands contribute in a significant way:

- **Sharing knowledge and best practice** – this is often to be found situated in a networked facility. Here the network overview promotes leverage and facilitates a better understanding of a range of matters from the pedagogy underlying work based learning/workforce development to the SWOT analysis of FE/HE activity in the region and sub-region. The network would be able to explore issues such as increasing flexibility, enhanced ‘customer care’, responsiveness without compromising quality and personalised learning opportunities which from the findings of this Kent and Medway LLN Employer Engagement project are common features identified in models elsewhere.

- **Brokerage** – there is a potential role for the Kent and Medway LLN to continue to broker relationships between the eleven partner members through a hub and spoke mechanism. The eleven network members (the four HEIs of Canterbury Christ Church University, University of Greenwich, University of Kent and the University for the Creative Arts at Canterbury, Maidstone and Rochester and seven Further Education Colleges of Canterbury College, Hadlow College, Mid-Kent College, North West Kent College, South Kent College, Thanet College, West Kent College) each have their own infrastructure for delivery at the FEC/HEI/Business interface but through the Network a coherent offer between institutions and relevant employers could be facilitated with the potential for further leverage of funds.

- **Research** – the greater and more powerful potential to commission and publish research on what employers want in terms of education and training and to inform employers where they could go to get it in the region and sub-region remains a compelling argument for networking education institutions in a region. Both preserving and building on the long established track record in Kent and Medway of relational activity would allow for collectively presenting ‘one-face’ to employers and could
add value in terms of testing current local, regional and national policy assumptions relating to workforce development and employer engagement.

- **Partnership** – the long history of partnership working in Kent and Medway through earlier widening participation and lifelong learning initiatives such as Partnerships for Progression, Aimhigher and the Lifelong Learning Network bodes well for sharing a common platform to explore how they would wish to take matters forward in the considerable territories of workforce development and employer engagement, not only locally and regionally, but nationally and in some cases internationally.
Aspect 3 - The range of approaches adopted by Higher Education Institutions which have successfully taken up co-funded employer engagement Additional Student Numbers (ASNs)

3.1 Introduction

*Employer engagement is not just for those universities or colleges known for their business orientation; it is for the whole sector. The projects we are funding today reflect the changing and quickening pace of engagement, which is now becoming part of the core business of higher education.*

(Professor David Eastwood, HEFCE Chief Executive, 1st April 2008)

Co-funded employer engagement projects have arisen in response to the ‘Leitch Agenda’ and as a result of a recent Government request to the Higher Education Funding Council for England to develop a new funding model which is ‘co-financed with employers, achieves sustained growth in employer-based student places and introduces the principle of employer demand-led funding’ (DIUS 2007).

Early employer engagement pilots had already been introduced (2006) by the Higher Education Funding council for England (HEFCE) in their circular 06/2006 ‘Employer Engagement in Learning at HE Level’. Projects from institutions such as the Universities of Chester, Coventry and Hertfordshire were already beginning to investigate work with co-funded ASNs within these pilot projects.

In February 2008, HEFCE announced that it would no longer provide fully funded ASNs for provision which ‘responds to employers’ workforce development needs’ (HEFCE, 13 February 2008). There is a new expectation that growth in this area should be backed up by what is being referred to as ‘co-funding’ by employers. Co-funding means that employers will be expected to contribute a proportion of the costs which would normally be covered by HEFCE (i.e. the full-time equivalent grant). This is suggested to be in the region of 25 – 50% of the grant, and should be in addition to usual student fee contribution which could be paid by either employer or employee.

Employers can contribute to the costs of the course either in cash or in kind. This recent relaxing of the criteria for assessing contributions has been welcomed by the HEIs as a previous insistence on cash contributions had caused some consternation amongst providers. In kind contributions could include the offer of training facilities or providing specialist tutors as examples. It is important that in-kind contributions are recorded and calculated accurately as HEFCE is looking at how these contributions reduce the cost to the institution (i.e. the part of the cost which would normally be funded by HEFCE).

HEFCE believes that it is on track to create more than 5,000 new places part funded by employers for working people in 2008-09 and rising by 5,000 each
year to reach 20,000 in 2010-11. The budget for this activity is £15 million in 2008-09, rising to at least £50 million in 2010–11.

3.2 Methodology

This report is primarily grounded in desk based research. It utilises the original co-funded employer engagement project submission summaries, as provided by HEFCE, and documentation publicly available via institutional web sites. Secondary data has been supplemented by a small number of telephone and face to face discussions to explore and clarify issues within some of the case studies presented.

3.3 Overview

Employer Engagement has recently become a major driver in education policy. The importance of this theme has been reinforced by the Leitch Review of Skills (2006) which recommended a rebalancing of the priorities of HE institutions so that they were more effective in meeting the higher skills needs of employers and their staff.

The Department for Innovation, Universities and Skills’ request to HEFCE to review the funding methodology has resulted in a range of innovative projects from HEIs which aim to explore and trial methods to meet this new agenda. HEFCE is currently supporting 22 projects at a budget of £47.6 million, with a further 30 more projects under discussion.

At the end of March 2008, there were 20 co-funded employer engagement projects funded by HEFCE and these are summarised in the table below. Summaries of each project can also be found in Appendix 1.A and further details on each can be obtained from the HEFCE website. Some of these projects appear in more detail in the case study section of this report.

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<thead>
<tr>
<th>Location</th>
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<th>Duration</th>
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<td>Cumbria</td>
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<tr>
<td>Aston</td>
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<tr>
<td>Coventry</td>
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<td>OU</td>
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In addition to these funded projects, a further eight institutions are currently delivering co-funded ASNs but without additional project development funding. These institutions are:
- Newcastle College
- University of Teesside
- UCLAN
- York St John
- Essex
- UEA
- Havering College
- University of Sussex

On the 1st April 2008, HEFCE announced the award of contracts amounting to a further £8.3 million to the following institutions:
- University of Teesside
- University of Staffordshire
- Cumbria
- Worcester College of Technology

Projects display a wide range of approaches. They range from those institutions looking to create institutional change, such as Aston University’s development of a Foundation Degree Centre, or Bradford’s concentration on changing the academic framework to move towards credit bearing short courses to meet employer needs. Hertfordshire is using this project to drive
the university towards being ‘a new model of a university through far-reaching engagement with business’. Other projects seek to build on existing models such as the University of Derby in seeking to promote a step-rise in capacity to deliver an already proven flexible framework.

University of Bedfordshire focuses on SMEs whilst Coventry focuses on middle managers in large organisations. Edge Hill University has a very focused approach in its project and concentrates on employers within the children’s workforce. Harper Adams is similar in focus with its concentration on the land based sector. The University of Coventry seeks to embed the capacity to deliver and assess NVQs alongside their HE programmes customised for employers, whilst the University of Chester has been heavily engaged in Employer Based Training Accreditation (EBTA) pilots via fdf.

Some of these projects are outlined in further detail in the case studies below to identify some of the main features and the range of approaches to this agenda.

3.4 Case Studies

Work-based learning: combining capability and competency - Coventry University

This £3.5 million project commenced January 2007 and runs for a period of three years. It focuses on delivering a ‘Capability Improvement Programme’ for middle managers and aims to work with seven large employing organisations.

The project has created a year long programme of study which combines the achievement of an NVQ at level 3 or 4 (in an appropriate discipline), with gaining a Certificate in Lifelong Learning (Capability Improvement) at HE level 1. The programme has two anticipated start dates: Summer 2007 and Summer 2008.

Coventry University has recruited a new team of experienced work based learning practitioners to work on the project. The new staff team of Learning Development Consultants (LDCs) all hold assessor qualifications which allow them to also assess the NVQ aspects of the programmes. Learning and Development Consultants work closely with the employer to develop a learning programme which will support organisational development as well as supporting individual employees to develop their future capability and potential. The LDC is based on site with the employer for most of the week and this allows learning to be customised around naturally occurring critical incidents. Although this aspect of the project has been welcomed by the employers engaged and provides an effective use of staff time, it does mean that the model does not transfer easily to small employers or SMEs without a significant impact on cost efficiency. There is no set fee per learner as the costs are negotiated directly with the employer on a ‘cost per package’ basis.
The project has provided a successful model for employer engagement. In the first year of the project approximately 260 learners were recruited which compares favourably with the target number of 140 in year one, with a further 140 to be recruited in year two. The project has so far worked with four large employers including Caterpillar. Employers have welcomed the opportunity for staff to gain a recognised competency based qualification via the NVQ, and also to build on their managerial experience and transferrable skills via the HE level credit gained.

The University has had to revise its recruitment and induction procedures for new staff to accommodate this project. Previous procedures were lengthy and role dependant. This project has required the recruitment of a different type of staff member. Staff have been recruited on an ‘as and when’ basis and the need for new priorities of activity have led to a competency based approach to selection procedures.

**Escalate – University of Bradford**

The £2.84 million project at the University of Bradford focuses on creating institutional change. It aims to make ‘a major shift in the delivery of academic credit bearing courses based on employer needs’.

The university is adapting its academic framework to enable it to become more focused on part time provision and to enable greater levels of flexibility with regard to pace, content and delivery models. Provision is currently under negotiation for those learners who are already in the workplace, building on the strong track record of Bradford in this area. Although early work is focusing on identifying the needs of large public sector bodies, work is in hand to roll the programme out to the private sector and to SMEs who wish to commit to becoming Learning Organisations.

**Training with Education: a vehicle for developing higher-level skills in the SME workforce – De Montfort University**

The De Montfort project has a primary focus on SMEs and builds on the university’s extensive experience with large employers. It has looked at how to engage effectively with both employers and employees as individuals, and how to identify their workforce and career development needs. The £4.37 million project has created a suite of small-scale programmes which can be delivered on a blended learning approach and can be tailored to meet the identified needs on a co-funded basis.

A small number of employing organisations are currently working with the university as ‘prototypes’ to test out the new systems which have been put in place to ensure a speedy and responsive system.

The bite-sized credit bearing courses aim to develop a range of ‘graduate attributes’. They associate ‘higher-level skills and competencies with knowledge and understanding’, thereby linking education with training. By integrating intellectual theory with operational practice, they combine work-
based pragmatism with academic rigour. The programmes all provide learners with the opportunities to progress onto related foundation degree and degree provision, should they wish.

The creation of the suite of programmes mean that the university is in a strong position to respond rapidly to meet the needs of an employer and to provide tailored programmes to meet individual needs. The adoption of a blended learning approach; combining work-based learning with block release and ‘e-mediated learner support’, has also been seen as a key factor in establishing successful programmes with SMEs who have small numbers of employees and limited ability to back-fill for released staff.

Once the new systems have been trialled and the institutional systems re-engineered to support the new styles of delivery and responsiveness, the university anticipates a full roll-out from June 2008.

**Building the Future – University of Teesside**

The University of Teesside announced in April 2008, that it had been awarded £5.13 million of HEFCE funding to continue its work in workforce development. This project builds on the university’s successful Learning and Skills Council (LSC) funded project to bring new employed learners to HE and to develop and deliver training to businesses which would support their needs.

The LSC funded project was effective in engaging 79 local SMEs in a range of sectors across the private sector. Almost 300 employed learners studied on co-funded programmes and gained 10 or more HE credits: 76% gained 30 or more credits. The programme consisted of a combination of accrediting existing in-house provision, offering existing university modules and devising new learning opportunities in collaboration with company staff.

Having developed some programmes specifically to meet an identified employer need, the institutions soon found that other companies could use an amended version of this which proved to be time and cost effective. This lead to the eventual development of a portfolio of robust generic modules which were capable of adaptation and tailoring to swiftly meet needs. The majority of these modules were business based in content, such as ‘Business Through the Internet’ and ‘Introduction to Sage Accounting in a Business context’ but there were other needs identified and met such as ‘Introduction to volunteering Skills’.

The University of Teesside will use its next phase of HEFCE funding to align workforce development with the university’s enterprise activity to ensure that ‘work with employers is characterised by an integrated business solutions approach’. The university aims to deliver programmes to up to 3,000 employees by 2010-11.

**Leading Employer Engagement Project (LEEP) – University of Chester**
The University of Chester has a £1 million project funded for three years. It is working in collaboration with the Cheshire and Warrington LLN and three key partners; Reaseheath College (a CoVE in food production technology), Total People (a private training provider) and Value Projects (independent consultants). This strong partnership provides an effective network of support and referrals to the university when dealing with local employers.

Total People is a private training provider which acts as the main broker for SMEs within the project. They have over 2,500 apprentices on their books at any one time most working on NVQs at level 3, some at level 4. The provider is in an excellent position to broker a seamless progression route to higher education. Most assessors had not previously been aware of progression opportunities or the HE offer. This project has raised the awareness of the assessors and raised progression as a consequence.

The employer engagement project aims to identify, create and validate provision to meet the identified higher level skills needs of employers. Employer Engagement Officers have been employed by the University and they are based out in the field working with employers to identify training and learning needs. Once these needs have been identified, the staff are supported by a dedicated team of two Curriculum Development Officers whose role is to develop curriculum and assure validation and quality assurance within a timely fashion of six to eight weeks.

Research from Chester has confirmed that, on the whole, employers do not want full qualifications. This has lead the project team to devise a framework or ‘shell’ which can be populated according to demand. The outline of this model is given below:

- CPD modules 20 credits
- Professional Certificates 60 credits
- Accreditation of in house training
- Embedding of NVQs and Professional qualifications Can contribute to gaining a FD

Corner stones of the programme are the accreditation of in house training and the university has been working closely with fdf on the EBTA pilot to support this, and the creation of the 60 credit professional certificate.

The Professional Certificate has a wide degree of flexibility within it and can be made up of a range of assessments to enable maximum flexibility to meet needs. Although generally all at level 4 (HE level 1), there are examples where an employer has requested a very detailed level of knowledge across a narrow band of learning. For this employer, a professional certificate was created which consisted of 20 credits at level 4 (HE1), 20 credits at level 5 (HE2) and 20 credits at level 6 (HE3) to allow a deepening level of understanding to be developed.
Close links with the private training provider have enabled the university to embed NVQs at level 4 into their programmes in a seamless way. This encourages progression, but also means that the university does not have to maintain and employ a team of staff who are also capable of maintaining the rigour of the NVQ alongside the academic standards and rigour.

3.5 Conclusions and Recommendations

Although a wide variety of approaches have been adopted by HEIs in their projects and take up of the ASNs, there are some areas of commonality across several institutions which can be seen to be influential factors in the success of their projects. Common factors and resulting recommendations are given below.

- All projects identify the importance of working with the employers to identify their needs and building, or designing a programme to meet these needs. Employers appear to be most receptive when they are offered a programme which is built around their own workplace and is tailored to fit their immediate and longer term needs. Employers do not appear to be receptive to approaches which involve what is perceived to be standardised ‘off the shelf’ packages. A key to success is to be seen to deliver something which is perceived to be truly responsive to local need.

- Speed and responsiveness have been identified as key success factors in working with employers. Once employers have identified their development needs they want them to be met in a swift and timely fashion. This sense of urgency, coupled with the previously identified desire for a bespoke, tailor made package, can often prove to be at conflict with the standardised quality assurance mechanisms within HEIs which frequently work on much longer time-frames than would be acceptable in these circumstances. For these reasons, some of the recently supported projects have enabled HEIs such as the University of Bradford, to review its quality assurance processes and academic framework to enable it to be more focused on part time and flexible provision which is being identified as desirable by employers.

- The University of Chester has recruited a team of staff, dedicated to writing curriculum to meet identified needs, and getting new programmes validated. This dedicated team means that they are in a position to guarantee a turn around time of 6 – 8 weeks between identification of need and delivery of programme. It is a clear advantage to have this dedicated resource as staff who are already fully committed would not be able to guarantee such levels of service. The reliability and
responsiveness leads to a positive cycle of feedback and increased demand from employers.

- Levels of customer service have been identified by the project directors of several projects as a key factor in ensuring success. Projects must be seen to offer a high degree of professionalism of approach. The levels of service which employers are expecting should match the levels of service which they would themselves provide. This sentiment is echoed by the project manager of De Montfort who stresses the importance of ‘follow through’ and delivering that which we promise. It is only too easy to gain a reputation for being slow. Cancelling an advertised course because of low numbers can quickly gain an institution a poor reputation amongst employers. It may be more beneficial in the long term, to an institution’s reputation, to take a small loss and maintain the reputation for delivering on your promises.

- Some projects such as University of Teeside and De Montfort University have developed a portfolio of generic modules which can be built up in a number of ways to create bespoke packages for employers, or to allow for tailoring accredited CPD opportunities of 10 or more credits. This is seen to be an effective method to speed up the delivery of bespoke, tailored packages which actually comprise combinations of existing programmes; a portfolio which can continue to expand as new needs are identified.

- Accreditation of existing in-house training has been identified as an important factor in several co-funded employer engagement projects. The University of Chester has embedded accreditation of in-house training into its professional development certificates and subsequently its Foundation Degrees. Projects such as the Employer Based Training and Accreditation (EBTA) pilots supported by fdf have provided useful research to confirm the attractiveness of this approach to employers.

- Several projects have found it important to offer credit bearing short courses to appeal to the CPD market, with the option to progress onto longer courses such as Certificates of Higher Education or Foundation Degrees. This seemed to be especially attractive in the SME market where commitment to long term study or whole programme development was often seen to be difficult and shorter levels of commitment, or ‘stopping off points’ were seen to be valued. At the University of Teesside, 24% of their co-funded learners (all from SMEs) achieved 10 HE credits, with the remainder going on to achieve 30 or more. This is echoed by the University of Chester which has a 20 credit CPD module which builds into a 60 credit professional certificate.
• National Vocational Qualifications (NVQs) are still highly valued by employers in many sectors. In sectors such as Care and the childrens’ workforce they carry licence to practice and are linked to statutory obligations for employers. Several projects have trialled methods which incorporate the NVQs to capitalise on existing employer links and support for training. These range from the University of Chester’s partnership with a private training provider to create a seamless progression link through to Coventry University’s recruitment of trained NVQ assessors to allow for NVQ competencies to be assessed alongside higher education programmes.

3.6 BIBLIOGRAPHY

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Aspect 4 - The level of demand in Kent and Medway for higher level (i.e. Level 4 and above) work-based learning, how employers have been successfully engaged locally and what types and modes of learning have been most in demand by employers and employees.

4.0 Introduction

Latent demand for learning and training represents the difference between the demographic properties and skills-set of the existing workforce and what is required to develop the workforce to achieve strategic intentions for the region. Findings on latent demand are reviewed in 4.1 and are distinguished from perceived demand by employers for their immediate workforce development and training needs. Findings on this perceived demand are summarised in 4.2.

The research into levels of demand and for higher levels skills and work-based learning uses two approaches:

Aspect 4.1 Desk based review of publications and information available from providers and the Learning and Skills Council (LSC) for Kent and
4.1 Methods for desk based survey

4.1.1 A number of publications have been reviewed to provide information as to current and likely future levels of demand for higher level skills. These include a range of LSC publications as well as local authority reports on the economic profile and anticipated growth for the Kent and Medway and the South East of England. In addition, information has been taken from the Sector Skills Councils (SSCs) and, specifically where published, the Sector Skills Agreements (SSAs), so providing information from an employer perspective. In particular, skills and qualification profiles have been examined to provide a picture of where demand is likely to be highest.

4.1.2 In conjunction with analysis of demand, information has been reviewed as to preferred modes of delivery, given the clear cost implications for employers of day release, and the expressed preferences of employees for local accessible provision. The latter has been more difficult to access, as less research into this aspect appears to have been undertaken. The needs of individual employers have not been researched given the time constraints, though evidence exists that whilst 85% of employers in Kent and Medway may be classified as micro Small to Medium Employers (SMEs), with fewer than 10 employees, larger businesses (over 50 employees) account for around 52% of those in currently in employment (A Summary of Industrial Sectors in Kent and Medway – LSC, 2006) (Appendix 4.A).
4.1.3 Results

The outcomes of the research has been presented based on published information sources to provide information as to labour profiles and levels of demand for higher level skills and work based learning in Kent and Medway. These include:

- Examination of regional employment skills information and projected growth profiles;
- Sector information from LSC reports, regional reports and SSAs. To bring some coherence to this aspect, the sector groupings employed by the LSC and SEEDA have been used, rather than the 25 Sector Skills Councils divisions;
- Range of organisations involved in the delivery of higher level skills and scale of employer engagement;
- Range of delivery modes currently being used, and feedback, where available, as to how these are being received, identifying where best practice exists.

The research provides an overview of current range and levels of activities and demand, and a summary picture of higher levels skills provision and employer engagement in Kent and Medway.

4.1.4 Skills Needs and employment profile in Kent and Medway and Nationally

- Kent and Medway currently have in excess of 62,000 businesses (LSC Labour Market Area Profile, 2006-2007), employing over 730,000 people, with businesses employing less than 50 employees accounting for 96.7% of all business units. In addition there are an estimated 114,200 self-employed people. The profile of employers differs from the South East region as a whole, with the broad grouping of distribution, hotels and restaurants employing around 28% of the working population, the largest concentration in the South East. Public administration, health and social care and education constitute the next largest employment area (26%), with banking and finance, including insurance business, employing around 17%. Compared to the rest of the South East, Kent and Medway have significant employment in the land based and food sector (2%).

- Skills shortages have been reported by 17% of employers in Kent and Medway, with the largest gaps being identified in the retail and wholesale sector and the fewest in the ICT sector. Forecast growth between 2006 and 2014 has been put at 5%, the sectors anticipated to show the largest growth are in the ICT, health and social care and media and creative and cultural industries sectors, the latter having a significant numbers of older workers. Across the board, however, retirement rates and staff turnover are expected to create significant demands for skilled staff in all sectors.
• Job density in Kent and Medway is the lowest in the South East of England at 0.76, such that to reach 100% employment residents would need to commute to find work. Indeed, many already do so, with the area being a net exporter of skills and labour, mainly to London. Whilst job density cannot on its own describe employment profiles, it can be used as a measure of local demand for skills.

• Those employed on a full-time basis account for 55% of the workforce, with part-time workers (29%) and the self-employed (16%) making up the balance. According to Working Futures predictions, full and part-time employment will each increase by 1%, so that self-employment is expected to decrease to 14%. Women currently constitute around 75% of part-time workers but this is predicted to fall slightly over the next 10 years to around 73%.

• Employment in the Manufacturing sector is predicted to continue to contract over the next 10 years, though at a slower rate than between 1994 and 2004, such that by 2014 less than 10% of the workforce will be employed in this sector. In contrast, Distribution, Transport and Business Service sectors are expected to grow at around 0.8% per year. Despite large projects such as Ebbsfleet, the construction workforce is not expected to show significant growth. Growth is expected to continue in what can be termed the ‘non-marketed services’ – education, public administration and health and social care, with a 12% growth expected between 2004-2014.

• As with the rest England, the occupational mix in Kent and Medway workforce is expected to migrate to more jobs demanding higher level skills. The demand for Managers, Associate Professional and Professionals across all sectors is expected to increase by an anticipated 153,000, the largest growth in jobs being for those with management skills.

• The table below has been taken from the ‘Working Future Sectoral Report 2004-20014’, and shows expected employment profiles for England by Sector Skills Council.

<table>
<thead>
<tr>
<th>total UK</th>
<th>Employment levels (000s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lantra</td>
<td>602</td>
</tr>
<tr>
<td>Cogent</td>
<td>544</td>
</tr>
<tr>
<td>Proskills UK</td>
<td>527</td>
</tr>
<tr>
<td>Improve Ltd</td>
<td>494</td>
</tr>
<tr>
<td>Skillfast-UK</td>
<td>569</td>
</tr>
<tr>
<td>SEMTA</td>
<td>1,714</td>
</tr>
<tr>
<td>Energy &amp; Utility Skills</td>
<td>370</td>
</tr>
<tr>
<td>ConstructionSkills</td>
<td>1,769</td>
</tr>
<tr>
<td>SummitSkills</td>
<td>385</td>
</tr>
<tr>
<td>Automotive Skills</td>
<td>669</td>
</tr>
<tr>
<td>Skillsmart Retail</td>
<td>2,679</td>
</tr>
</tbody>
</table>

The profile for Kent and Medway is expected to follow broadly similar trends, with land-based, manufacturing, chemicals and pharmaceuticals, textiles, Science and Engineering, Building Services, Motor retail and law and justice enforcement all anticipated to show lower employment. The largest growth nationally is expected in Retail, Hospitality, Tourism and Leisure, ICT and the Health and Care sectors.

4.1.5 Recent Trends

- There have been significant changes in participation in education and training in recent years, with these changes reflected in the qualifications held by the working population. The patterns of employment for those with qualifications may be seen as a result of both supply and demand factors. Recent trends have shown a rise in formal qualifications held by those in employment, and whilst some may see this as a result of increased supply of qualified workers, others argue that this reflects real changes in demand, with jobs requiring more formal and higher level qualifications (Purcell et al, 2005).

- Government policies have had a major impact on the supply of workers with qualifications, particularly in higher education. The proportion of young people with formal qualifications is much higher than for older people, so producing a strong cohort effect. The picture has also been reinforced by the increasing qualification rates for older people, producing an 'upskilling' effect.
Figure 1 Changing patterns of qualifications within the labour force

- The key drivers in this change have been demographic factors and increases in education participation, resulting in significant increases in those with level 4 and 5 qualifications, and a corresponding reduction of those with level 1 or below. However, as Figure 2 below shows, qualifications vary considerably across occupations groupings, with professionals and associate professions having more people with higher level qualifications than is the case with traditionally less skilled occupations. In the South East 51% of the working population is qualified to level 3 or above, which is four percentage points above the national average. The regional profile indicates that Kent and Medway have the lowest proportion of working age population with no qualifications (12%) and some 297,300 people not qualified to NVQ Level 2.

Source: IER estimates based on LFS data, constrained to match Working Futures estimates.

IER information is produced by the Warwick Institute for Employment Research and LFS data is taken from the Labour Force Survey.

Learning and Labour Market Regional Profile, LSC 2006/07
Qualification profiles also vary across sectors, with areas such as health, education and public administration employing large numbers of graduates and those with level 4 and above qualifications. In contrast sectors such as the service sector including retail and restaurants often employ large numbers of less qualified people, with correspondingly lower earnings.

4.1.6 Kent and Medway Skills Profile and Project Requirements

- In Kent and Medway 41% of employees are employed in management and professional occupations, based on the Standard Occupational Classification 2000, which is 5 percentage points below the regional average. Conversely, a higher proportion of people are employed in administrative and skilled trades and in the service and processing industries. In the Medway towns, 20% are employed in processing and elementary occupations, with a further 28% in administrative and skilled trades. Further to this, one in five people of working age are not employed, the highest proportion in the South East. This economically inactive population is in fact quite a diverse group comprising those who have taken early retirement, students, those who are disabled or signed off work as well as those who are unemployed (3.5%). The highest rate of Job Seekers Allowance is amongst those aged 18-24, followed by those aged 25-49 years. Amongst those making JSA claims, 21% were in the Medway Towns, and a further 21% from Swale and Thanet.
As discussed above, major growth is anticipated in Distribution and Transport, Business Service Sectors and non-marketed services (health, public administration and education). However, the need for more managers and professionals across all sectors will also be a key requirement.

The Kent and Medway workforce has the lowest qualifications profile in the South East region, the table below showing the comparative percentages.

<table>
<thead>
<tr>
<th>Qualification level</th>
<th>Kent and Medway</th>
<th>South East</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>Level 3</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>Level 2</td>
<td>62%</td>
<td>63%</td>
</tr>
<tr>
<td>Level 1</td>
<td>80%</td>
<td>82%</td>
</tr>
<tr>
<td>No Qualification</td>
<td>13%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 2: Kent and Medway workforce qualification compared to SE region

Of those who undertook post compulsory education and with FE providers in the last year, 65% of provision was at Entry, Level 1 or Level 2, the highest ratio of lower level delivery in the South East. New targets aim to focus on ensuring more of the population are qualified at level 2 and to increase numbers achieving level 3. To support this, the Train to Gain funding is now targeting both level 2 and level 3 qualifications.

The LSC estimates that around 16% of organisations in Kent and Medway have job vacancies, a percentage similar to that of the South East as whole. Amongst those companies surveyed who had vacancies, 38% reported they had difficulty finding suitable staff, with the hard to fill posts being most prevalent in skilled trades (17%) and professional occupations(19%)\(^9\). These hard to fill vacancies are impacting 91% of those businesses surveyed, with 47% reporting a significant impact. Over 42,000 existing employees were seen as not fully proficient in their roles, with skills gaps highest among Sales and Customer Service Staff (4.3%) and Administrative and Clerical staff (4.1%).

The Learning and Skills Council in their Annual Report for Kent and Medway 2007-2008 also predict that over the next 10 years net employment demands will be in the region of 320,000 posts showing skills needs as:

i. Level 1 or below 10%
ii. Level 2 – 20%
iii. Level 3 – 27%
iv. Level 4 – 29%
v. Level 5 – 14%

\(^9\) Learning and Skills Council Kent and Medway Annual Plan 2007-08.
Currently 65% of provision undertaken with Kent and Medway through FE providers, including through Train to Gain and E2E is at Entry, Level 1 or Level 2. Clearly this will need to change if future skills needs are to be met. Local targets for Train to Gain are shown in Appendix 4.B. The LSC Higher Levels Strategy recognises the need for FECs and HEIs to play a significant role in meeting the higher level demands. A number of private training providers also offer higher level qualifications, primarily in business and management related provision – See Appendix 4.C.

4.1.7 Sector based demand for qualifications and training.

The LSC survey of Business in Kent and Medway in 2006 indicated that having a business plan for the next year is a key factor for growth, with only around 42% having a formal training plan, and still fewer at about a third, having a training budget. However, 69% of employers reported that they had provided some training for their employees in the last 12 months, this including both on and off the job training. A mixture of private training providers and FE colleges were used, as well as own staff/expertise for delivery of training. In 2005/06 9 FE providers delivered education and training to 82,970 learners. Monitoring figures revealed that 82,340 learners resident in Kent and Medway travelling to providers outside the area, whilst 82,960 accessed Kent and Medway based provision. This clearly raises a number of questions as to why residents are accessing provision outside the sub-region, though boundary changes to areas formerly in Kent such as Bromley and Orpington may in part account for these figures, in that out of area provision may in fact be more accessible.

The levels of engagement with sector related learning do not necessarily reflect present or future skills requirements. This is particularly the case amongst learners aged 16-18 years. The sectors with the highest numbers of learners have been in Language, Literature and Culture, Preparation for Work, ICT and Retail and Commercial Enterprise – see Figure 3 below. Work based learning participation amongst people in Kent and Medway is currently 9.7% and has shown a decrease over the last 3 years. However for learners aged 19-25 participation has grown by 12% and by 9% for those aged over 25 years. Engineering
• Success rates for Apprenticeships have been good in Engineering and Manufacturing, but low in Construction, Planning and the Built Environment and in Retail and Commercial Enterprise. Health and Social Care continues to be a major area for education and training along with ICT.

• Kent Prospects 2007-2012 Report identifies the need to a range of key sectors to stimulate local economic growth including:

**Key Sectors**
- Creative, media, ICT and Cultural Industries
- Construction
- Tourism and the visitor economy
- Environmental technologies and eco-enterprise
- Marine, aviation, port and transport industries
- Land based industries and bio-diversity
- Life sciences, pharmaceutical and bio-technology
- Finance, professional and business services

**Other sector opportunities**
- High value engineering and manufacturing
- Health and Social Care
- Higher education and knowledge based

• However, in some sectors (pharmaceuticals, manufacture and life sciences) the high value and to some extent specialist provision is likely to involve small numbers of people. The need to develop services and expertise to support the 2012 Olympics is seen as another key driver.

• Across all sector groupings a number of generic skills gaps were identified for Kent and Medway. These include:
  - Technical and practice or job specific skills were reported by 52% of employers with key sectors being in construction,
finance and business, manufacturing, land based and food, ICT and health and social care.

- **Customer handling/service skills** were reported by 46% of employers with the highest incidence being in the tourism and hospitality, transport and distribution and retail and wholesale sectors.
- **Problem solving skills** were seen as a skills gap area by 40% of employers, and most commonly identified by media, creative industries and public administration sectors.
- **Oral communication skills** were also seen as needing to be developed by 40% of employers particularly in the transport and distribution, education and land based and food sectors.
- **Team working skills** were identified by 40% of employers with education, tourism and hospitality and land-based and food sectors indicating a significant need for improvement.

- Managerial occupations are forecast to see the largest increase in terms of employment numbers and constitute a key skills development area and are seen as necessary across all sectors, coupled with professional qualifications. The top scoring sectors in the SEEDA Sector Priorities Framework are somewhat different than those for Kent and Medway as shown below, based on the scores operated by the framework for prioritisation which includes the three dimensions of Economic Scale, Growth Potential and Skills and Learning Needs.

<table>
<thead>
<tr>
<th>Kent and Medway</th>
<th>South East</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wholesale and retail</td>
<td>1. Real estate, renting and business sectors</td>
</tr>
<tr>
<td>2. Real estate, renting and business sectors</td>
<td>2. Wholesale and retail</td>
</tr>
<tr>
<td>3. Health and care</td>
<td>3. Hotels and restaurants</td>
</tr>
<tr>
<td>5 = Manufacturing/engineering</td>
<td>5. Manufacturing/engineering</td>
</tr>
<tr>
<td>5 = Construction</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Top scoring sectors – regional prioritisation.

- It should be noted that these sectors do not match local priorities identified by Kent and Medway LSC which are:
  - Health and Social Care
  - Media, Creative and Cultural
  - Transport logistics and distribution
  - Hospitality and tourism
  - Construction and built environment

- Looking more closely at the individual sectors skills gaps and training needs can be identified. Much of the current training and qualifications
delivery is provided by FE colleges at Levels 2, and 3 as well at higher levels. These include Foundation Degrees, NVQ 4 and professional body qualifications such as Accountancy, Marketing and Management. Work based learning is also widely delivered by colleges and by private training providers. HE offers higher technical and professional qualifications required to meet the need for technical expertise within the industries. However, Honours Degrees are often needed to be coupled with work place experience to be of commercial value. Indeed, employers in most sectors experience skills gaps due to lack of work place experience.

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Numbers employed</th>
<th>Skills gaps Qualifications and training</th>
<th>Broader training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction &amp; Built Environment</td>
<td>39,000 &amp; 30,000 self employed</td>
<td>Level 2, Level 3 and Level 4/5 Vocational ladder</td>
<td>Plumbing and Heating Engineering, Roofers, Plant Mechanics, managers WBL</td>
</tr>
<tr>
<td>Financial &amp; Business Services</td>
<td>76,000 &amp; 16,500 self employed</td>
<td>Level 2, Level 3 and Level 4/5 Vocational ladder</td>
<td>Problem solving, customer handling and oral communications</td>
</tr>
<tr>
<td>Education &amp; Lifelong Learning</td>
<td>57,300</td>
<td>Level 3, Level 4/5</td>
<td>Professional updating &amp; CPD</td>
</tr>
<tr>
<td>Field</td>
<td>Employment</td>
<td>Level</td>
<td>Qualification</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------</td>
<td>----------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Health and Social Care</td>
<td>79,000 &amp; 8,000 self employed</td>
<td>Level 3, Level 3 and Level 4/5/6 Vocational Ladder</td>
<td>Associate Professionals &amp; personal service occupations</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>61,900 &amp; 7,900 self employed</td>
<td>Wide spread at lower levels</td>
<td>Sales and managerial skills and technical skills</td>
</tr>
<tr>
<td>ICT</td>
<td>10,700 &amp; 1,100 self employed</td>
<td>Level 2, Level 3 and Level 4/5 Vocational ladder</td>
<td>Managerial technical and practical skills – networking, systems integration, web support, IT design and security. Some</td>
</tr>
<tr>
<td>Land based &amp; Food</td>
<td>14,000 &amp; 5,900 self employed</td>
<td>Level 1, Level 2, Level 3/4/5 Vocational ladder</td>
<td>Changes in Agricultural Policy, food legislation, animal health &amp; water framework.</td>
</tr>
<tr>
<td>Media, Creative &amp; Cultural</td>
<td>18,000 &amp; 7,700 self employed</td>
<td>Level 1, Level 2, Level 3/4/5</td>
<td>Audio-visual, associate professional, technical and practical skills</td>
</tr>
<tr>
<td>Manufacturing including advanced engineering</td>
<td>71,600 &amp; 6,500 self employed</td>
<td>Level 1, Level 2, Level 3/4/5 Vocational ladder</td>
<td>Technical and practical skills, management skills</td>
</tr>
<tr>
<td>Public Administration</td>
<td>29,500 &amp; 400 self employed</td>
<td>Level 1, Level 2, Level 3/4/5 Vocational ladder</td>
<td>Associate professional and technical</td>
</tr>
<tr>
<td>Sector</td>
<td>Employment</td>
<td>Level of Skills</td>
<td>Skills Required</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Retail &amp; Wholesale</td>
<td>130,000 &amp; 18,200 self employed</td>
<td>Level 1, Level 2, Level 3/4/5 Vocational ladder</td>
<td>Retail &amp; wholesale skills, stock management</td>
</tr>
<tr>
<td>Transport &amp; Distribution</td>
<td>34,600 &amp; 6,500 self employed</td>
<td>Level 1, Level 2, Level 3/4/5 Vocational ladder</td>
<td>Process, plant &amp; machine operations. Technical &amp; practical skills. Refresher advanced driving courses.</td>
</tr>
</tbody>
</table>

Table 4: Sector employment in Kent and Medway and skills gaps

- Most qualifications at levels 2 and 3 are delivered within a college setting, other than Apprenticeships. Completion of the full framework has been low in Kent and Medway amongst those aged 16-18, but at or above average for most programmes with learners over 19 years of age. For those already in employment, work based learning provides a learning route that is both accessible to the employee and provides the skills needed by the employer through learning in the work place.

- A range of modes of delivery are currently available through colleges and training providers, as well as universities. For those qualifications that require extensive instruction in the use of complex or dangerous equipment, training is undertaken in specialist workshops under the supervision of lectures and technicians. This is the case with construction crafts, manufacturing and advanced engineering and ICT, and programmes are either in the form of Apprenticeships or full-time programmes. For mature learners blended learning or distance learning materials with tutor support are often well received, allowing the learner to chose the time and place in which to study. Online and e-learning is a relatively new method of delivery, and has been well received by learners, particularly at higher levels. Employers value flexible modes of delivery, where the demands of the work place to not have to be put aside to release the employee to attend college. Employers have also been shown to value training that is delivered on their own premises, again minimising disruption to business.

- The demand for level 2 skills is being met by a range of programmes of full and part-time study, funded by Train to Gain for learners over the age of 25 who are taking their first full level 2 qualifications. This provision is now being expanded to first full level 3 qualification and on a pilot basis to level 4 where this is the more appropriate level for those with sector based experience.
The demand for management skills has significantly increased across all sectors. Recent research has emphasised the significant role that management skills have on commercial impact on performance, and how such skills can enhance UK competitiveness\textsuperscript{22}. A high proportion of managers across all sectors are aged 45 years and over, which has implications for succession planning. Traditionally there do not appear to be significant recruitment problems associated with management occupations, with vacancy rates low when compared to professionals in other occupations. This may be as a result of internal promotions to management roles and the relatively low qualifications requirements for entry into management. This position is supported by the identification of an overall skills gap in management skills. Three sectors in particular were identified in 2005 as having pressing management skills and capacity issues: hotels and restaurants, wholesale distribution and sale and maintenance of motor vehicles.

Whilst vehicle retail is not expected to expand as a sector, there will be a need for new managers to replace those due to retire. The sector has a high proportion of small businesses, suggesting the need for more bespoke training, tailored to the needs of small businesses within the sector. Provision of management training in the sector is small, with only 20\% of establishments providing training to managers, significantly below the industry average. In addition, only 14 \% of managers are qualified to level 4 or above, significantly below the 39\% for all industries.

Wholesale distribution is a far larger sector in employment terms than vehicle sales and maintenance, and is expected to grow over the next decade. The sector also needs to have tailored management training available for small businesses, as almost a third of managers are also owners of the businesses. Research indicates there is little provision available to meet the needs of this sector, which also has a low percentage of graduates and management entrants with level 4 qualifications.

Hotels and restaurants is the largest of the three sectors employing just over 6\% of the UK workforce with rapid growth forecast over the next decade. Managers constitute around a third of those working in the sector, and like the previous two sectors has a high proportion of small businesses. The ration of new business start-ups to existing business stock is highest of any sector, but also experiences a high rate of business failure. There is a need for management training, advice and development focused on the needs of small business to promote higher business success rates. Retail and distribution also have similar profiles and gaps in management skills.

In their report ‘Lifting the Barriers to Growth in UK Small Businesses’, the Federation of Small Businesses identified skills shortages amongst

\textsuperscript{22} Sectorial Management Priorities, Management Skills & Capacity – SSDA 2005.
staff. Between one quarter and one third of small businesses in the South East reported training needs amongst current staff in such areas as:

- Advanced IT skills
- Management skills
- Sales and marketing skills
- Communication skills (42%)
- Technical skills (44%)
- Literacy skills (46%)
- Numeracy skills (42%)

4.1.8 Review of provision at higher levels

- Since the Dearing report of 1997 it has been increasingly recognised that the FE sector is well placed to improve the scope and accessibility of higher level qualifications. A wide range of courses is available through Colleges covering all sectors, and can be grouped into three main categories:
  - Higher vocational courses, including BTEC Higher National Certificates and Diplomas (Edexcel), NVQs at level 4 and 5, and Higher Professional Certificates and Master Professional Diplomas (City & Guilds), and Foundation Degrees validated by HEIs and delivered in partnership with FECs in most cases.
  - ‘Traditional’ higher education undergraduate and postgraduate degrees, certificates and diplomas of higher education.
  - Professional and technical qualifications awarded by professional, statutory or regulatory bodies, e.g. accounting and marketing, often known as ‘non-prescribed’ HE.

- A comprehensive list of this provision is given in Appendix 4.D.

- The best subscribed courses are in areas of high economic and social value and include business (also covering accountancy and management), education, health and social care, construction and engineering. A small number of professional bodies are dominant in these areas, notably the Association of Accounting Technicians (AAT) and the Charted Institute of Personnel and Development (CIPD).

- FE colleges are viewed by employers and learners as accessible in geographic and psychological terms, with good levels of contact with tutors and extensive learning support mechanisms in place. Indeed FE colleges are acknowledged at being more effective at targeting non-traditional learners, though some professional bodies have concerns over levels of resources available, which are small compared to universities.

- However, issues around funding continue to be a factor in restricting qualifications offered by colleges, who are less proficient at marketing
courses commercially than training providers. Increasingly private training providers are able to deliver bespoke programmes on employer premises with more flexible dates and availability than can be delivered by FE colleges. However, colleges continue to enrol substantial numbers of learners on HE validated programmes linked with higher level skills delivery, around 11% of HEFCE funded provision in 2005/06, the majority through part-time provision. This would seem to be the preferred mode of study for employers and employees with elements of work place learning.

- Statistics would indicate that higher level NVQs numbers have remained fairly static since 2005, according to aggregate ILR Learner statistics. For most programmes learners are mainly local, with most learners being aged over 25 years, and a gender bias in favour of female learners. In 2005/06, 21.6% of learners in FE were from disadvantaged areas, indicating a slight decline on the 3 previous years. It is difficult to compare statistics from HE and FE as they are not derived on the same basis. However, statistics on HEI enrolments from low participation neighbourhoods suggest that the rates are substantially lower than in FE, with around 15.6% for the same period. The table below for Foundation Degree entrants provides more systematically comparable evidence, and supports the broader conclusions.

| Institution type | Age group | Full time | | Part time | | Total |
|------------------|-----------|-----------|----------|-----------|----------|
|                  |           | Number of | % from | Number of | % from | Number of | % from |
|                  |           | entrants  | LPN*    | entrants  | LPN*    | entrants  | LPN*    |
| FEC              | Young     | 1,700     | 27      | 205       | 31      | 1,905     | 27      |
|                  | Mature    | 1,280     | 26      | 1,385     | 24      | 2,665     | 25      |
| HEI              | Young     | 4,330     | 16      | 460       | 23      | 4,790     | 17      |
|                  | Mature    | 4,385     | 18      | 4,800     | 17      | 9,165     | 17      |
| Unknown          | Total     | 1,080     |         | 965       |         | 2,045     |         |
|                  |           | 12,750    |         | 7,815     |         | 20,570    |         |

* Low-participation neighbourhoods

**Source:** HEFCE (2007c), Table 16

Table 5 – Participation rates for Foundation Degree students in 2004/05 at FECs and HEIs in England from low participation neighbourhoods

- The range of provision is large, with statistics suggesting that in 2005/06 there were in the region of 1,900 separately identified learning outcomes. Enrolments on programmes vary widely, though the top 20 courses account for around 30% of learner numbers, with the majority fitting in to the non-prescribed category. The numbers of courses and enrolments in subject areas appears to be fairly consistent, year on
year, with a clear majority in the management sector. The figure below shows enrolments by subject area for 2005/06.

Figure 4: Enrolment by subject area of learning for higher level courses 2005/06

- Further details of numbers on Level 4 and above programmes can be found in Table 6. This table does not include figures for non funded courses which may be delivered by training providers on a commercial basis. Whilst the enrolments are for the whole of England, there is little reason to suppose that the profile for Kent and Medway will vary greatly. Indeed, the number of training providers in the sub-region which provide business and management related qualifications as well as health and social care courses would further support this contention (Appendix 4.B). The numbers are in areas where future growth has been identified, and where skills gaps currently exist, as shown in Sector Skills Reports for Kent and Medway produced by the LSC, and Sector Skills Agreements nationally.

---

<table>
<thead>
<tr>
<th>Learning aim reference</th>
<th>Learning aim title</th>
<th>Number of enrolments</th>
<th>%</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>10029424</td>
<td>AAT NVQ Accounting</td>
<td>8723</td>
<td>6.9</td>
<td>5.9</td>
</tr>
<tr>
<td>10014845</td>
<td>C&amp;G Certificate in FE Teaching Stage 1</td>
<td>8627</td>
<td>6.8</td>
<td>11.6</td>
</tr>
<tr>
<td>10014858</td>
<td>C&amp;G Certificate in FE Teaching Stage 2</td>
<td>5669</td>
<td>3.8</td>
<td>15.5</td>
</tr>
<tr>
<td>ZUNAH15A</td>
<td>Higher Level, Business, Administration and Law (SSA 15), Generic Award</td>
<td>4570</td>
<td>3.1</td>
<td>18.6</td>
</tr>
<tr>
<td>10020871</td>
<td>NVQ in Registered Manager (Adults)</td>
<td>2726</td>
<td>1.8</td>
<td>20.4</td>
</tr>
<tr>
<td>00114135</td>
<td>PGCE (Postgraduate Certificate in Education)</td>
<td>1923</td>
<td>1.3</td>
<td>21.6</td>
</tr>
<tr>
<td>00103247</td>
<td>CIPD Graduateship</td>
<td>1719</td>
<td>1.2</td>
<td>22.8</td>
</tr>
<tr>
<td>10047943</td>
<td>NVQ in Health and Social Care</td>
<td>1640</td>
<td>1.1</td>
<td>23.9</td>
</tr>
<tr>
<td>10022715</td>
<td>C&amp;G Award in Conducting Internal Quality Assurance of the Assessment Process</td>
<td>1626</td>
<td>1.1</td>
<td>25.0</td>
</tr>
<tr>
<td>10031959 &amp; 10031960</td>
<td>CIPD Postgraduate Diploma in Personnel and Development</td>
<td>1521</td>
<td>1.0</td>
<td>26.0</td>
</tr>
<tr>
<td>10024384</td>
<td>NVQ in Registered Manager (Adults)</td>
<td>1502</td>
<td>1.0</td>
<td>27.0</td>
</tr>
<tr>
<td>10026642</td>
<td>Certificate in Teaching English to Speakers of Other Languages (CELETA)</td>
<td>1500</td>
<td>1.0</td>
<td>28.0</td>
</tr>
<tr>
<td>10025893</td>
<td>Diploma in Management, CIMGT – Chartered Management Institute</td>
<td>1300</td>
<td>.9</td>
<td>28.9</td>
</tr>
<tr>
<td>10030487</td>
<td>BTEC Higher National Certificate in Construction</td>
<td>1232</td>
<td>.8</td>
<td>29.7</td>
</tr>
<tr>
<td>ZUNEH15A</td>
<td>Higher Level, Business, Administration and Law (SSA 15), PWA</td>
<td>1194</td>
<td>.8</td>
<td>30.5</td>
</tr>
<tr>
<td>ZUNAH06B</td>
<td>Higher Level, Information and Communication Technology (SSA 6), PW B</td>
<td>1060</td>
<td>.7</td>
<td>31.2</td>
</tr>
<tr>
<td>Q1050142</td>
<td>NVQ in Care</td>
<td>994</td>
<td>.7</td>
<td>31.9</td>
</tr>
<tr>
<td>10047979</td>
<td>NVQ in Health and Social Care</td>
<td>951</td>
<td>.6</td>
<td>32.5</td>
</tr>
<tr>
<td>10022843</td>
<td>Edexcel Award in Conducting Internal Quality Assurance of the Assessment Process</td>
<td>931</td>
<td>.6</td>
<td>33.2</td>
</tr>
<tr>
<td>10033683</td>
<td>BTEC Higher National Certificate in Business</td>
<td>903</td>
<td>.6</td>
<td>33.8</td>
</tr>
<tr>
<td>10051387</td>
<td>ABC Diploma in the Theory and Practice of Counselling</td>
<td>896</td>
<td>.6</td>
<td>34.4</td>
</tr>
<tr>
<td>10023963</td>
<td>C&amp;G Certificate for Adult Literacy Subject Specialists</td>
<td>884</td>
<td>.6</td>
<td>35.0</td>
</tr>
<tr>
<td>10030554</td>
<td>BTEC Higher National Certificate in Electrical/Electronic Engineering</td>
<td>879</td>
<td>.6</td>
<td>35.5</td>
</tr>
<tr>
<td>00100575</td>
<td>HNC in Business</td>
<td>866</td>
<td>.6</td>
<td>36.1</td>
</tr>
<tr>
<td>10033351</td>
<td>CIM Professional Diploma in Marketing</td>
<td>864</td>
<td>.6</td>
<td>36.7</td>
</tr>
</tbody>
</table>
As can be seen from Table 6, there are also a small number of professional and awarding bodies who occupy a dominant position in terms of level 4 and above qualifications. The evidence also further suggests that there is widespread demand for professional body courses, possibly as these are recognised and portable between employers.

### 4.1.9 Aspects of successful practice

- Analysis of contact hours on higher level courses found that contact hours were higher in FE colleges than HE providers, and class sizes smaller (HEFCE, 2000). Given the evidence that quality of teaching and learning is the most important determinant of student satisfaction (HEFCE, 2006), and anecdotal evidence from colleges, there is reason to support the proposition that learners, and therefore also employees and employers, value the FE approach.

<table>
<thead>
<tr>
<th>Learning aim reference</th>
<th>Learning aim title</th>
<th>Number of enrolments</th>
<th>%</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>10050346</td>
<td>CPCAB Diploma in Therapeutic Counseling</td>
<td>862</td>
<td>.6</td>
<td>37.3</td>
</tr>
<tr>
<td>00114172</td>
<td>University Certificate in Education</td>
<td>806</td>
<td>.5</td>
<td>37.8</td>
</tr>
<tr>
<td>00100947</td>
<td>HND in Nautical Science</td>
<td>803</td>
<td>.5</td>
<td>38.3</td>
</tr>
<tr>
<td>ZUNEH04C</td>
<td>Higher Level, Engineering and Manufacturing Technologies (SSA 4), PW C</td>
<td>752</td>
<td>.5</td>
<td>38.8</td>
</tr>
<tr>
<td>00100573</td>
<td>HNC in Building Studies</td>
<td>725</td>
<td>.5</td>
<td>39.3</td>
</tr>
<tr>
<td>10025431</td>
<td>TCL Certificate in Teaching English to Speakers of Other Languages</td>
<td>716</td>
<td>.5</td>
<td>39.8</td>
</tr>
<tr>
<td>00114178</td>
<td>Diploma in Nursing</td>
<td>709</td>
<td>.5</td>
<td>40.3</td>
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<tr>
<td>10032605</td>
<td>BTEC Higher National Diploma in Computing (General)</td>
<td>701</td>
<td>.5</td>
<td>40.8</td>
</tr>
<tr>
<td>10034419</td>
<td>ILEX Higher Diploma in Law</td>
<td>674</td>
<td>.5</td>
<td>41.3</td>
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<tr>
<td>10033571</td>
<td>BTEC Higher National Diploma in Business</td>
<td>670</td>
<td>.4</td>
<td>41.7</td>
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<tr>
<td>1001496X</td>
<td>C&amp;C Certificate in FE Teaching Stage 3</td>
<td>644</td>
<td>.4</td>
<td>42.1</td>
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<tr>
<td>Q1028327</td>
<td>IM NVQ in Management</td>
<td>532</td>
<td>.4</td>
<td>42.5</td>
</tr>
<tr>
<td>10043263</td>
<td>BTEC Professional Certificate in Management Studies</td>
<td>510</td>
<td>.3</td>
<td>42.8</td>
</tr>
</tbody>
</table>

Source: Aggregate F05 ILR data for Aims 2005/06, filtered for ‘live’ aims (using $l_{live}b = 2$ or 3)

Table 6: Major courses at level 4 and above by enrolments, 2005/06 – LSC Report 2008

As can been seen from Table 6, there are also a small number of professional and awarding bodies who occupy a dominant position in terms of level 4 and above qualifications. The evidence also further suggests that there is widespread demand for professional body courses, possibly as these are recognised and portable between employers.
• Colleges and many universities have for the last few years had staff and departments assigned to engaging with local economic and employer priorities for skills and work force development. As part of this initiative there has been a strong focus on identifying and responding to demand for higher level courses. This strategy fits in with the Leitch recommendations and government targets for 40% of the workforce to be qualified to level 4 or above by 2020. Initiatives in FE such as Action for Business Colleges and the HE strategy of knowledge transfer have been put in place to help facilitate progression of more learners to higher levels.

• The employer engagement imperative has moved colleges from a supply to a demand led approach to employer engagement. However, it seems that some colleges Principals have been less than willing to allow staff to focus on their own area, in an attempt to make full use of staff teaching time. This has resulted in some lectures moving out of the sector. The problem has been further exacerbated by colleges’ prioritisation of Level 2 and 3 for funding and led to withdrawal of some higher level provision. However, ILR data suggests that where higher level provision is delivered by FE providers, the success rates have risen. In 2005/06, the latest year for which complete data is available, 74.4% of LSC funded aims were achieved and 5.6% partially achieved, with 17% having failed and 3% not yet known. For HEFCE funded aims, the success rates rose to 84.9%, with a further 2.9% partially achieved and 8.3% failed and 3.9% not known.

• FE colleges have been engaging with employer training needs for many years, and employer engagement has recently become less about providing what employees want in the spirit of holistic staff development, and more about delivering the harder economic incentives for training employees to the standards demanded by the employer in an increasingly competitive skills based market.

• Successful models in colleges have involved teams going out to talk to employers about their needs, having staff attend meeting of business networks such as the Chambers of Commerce and Small Business Federations. Colleges have also become increasingly engaged in Learning Partnerships and encouraged college staff to become involved with local employer occupational networks, serving to both improve communications and raise awareness of employer training priorities and college capacity to supply training to address skills gaps and meet individual employer needs.

• Increasingly employers have been invited to contribute to the development of new curriculum, through engagement with the development of Foundation Degrees, representation on advisory panels, investment in or sponsorship of college resources, work experience placements and employer visits. Colleges engage in direct mailings to employers, visits to employer premises to discuss their training and development needs, and employer satisfaction surveys
relating to the quality of delivery and responsiveness to needs. Local market information is utilised to aggregate employment patterns and trends to anticipate likely training and qualification needs. Colleges have learnt that they need to be proactive, they must go to the employers, not just wait for employer to come to them.

- Colleges with successful employer engagement have invested in specialist trainers who can be available to suit the employer, and who can deliver training at a time that suits the employer and employees. Through use of assessors, course assessment requirements can be made in the workplace unobtrusively for NVQs and with minimum interference with work practices.

- In the LSC report 'Successful engagement: guidance for colleges and providers on effect employer engagement in post-16 learning' seven preliminary steps were recommended for colleges.

  i. The development of mission that recognises employers as customers, analogous to the approach taken with individual students
  ii. The creation of appropriate databases, allowing a single checkpoint on contact history, and the nature of the company
  iii. The enhancement of management information systems (MIS) to provide timely and ongoing data on the extent and type of employer engagement
  iv. An employer-related strand to staff development programmes
  v. A policy on the costing and pricing of provision for companies (including provision of support)
  vi. A system of regularly updated surveys of employer need and satisfaction (analogous to existing learner and staff surveys)
  vii. A ‘reception’ system such as a dedicated helpline and contact point.

- All colleges who have achieved, or are working towards ‘Action for Business Colleges’ accreditation will have put in place these steps. In Kent and Medway four FE colleges have achieved ‘Action for Business’ status: Mid Kent College, Canterbury College, Thanet College, and West Kent College. Those colleges with Centres of Vocational Excellence also integrate their vocational specialisms into their provider plans to develop as a centre of excellence for training within their CoVE sector.

- Consideration needs to be given to motivation and engagement of employees and individuals in training and development. Research has shown that a number of factors impact on employees’ willingness to undertake training including perceived value placed on the training by senior managers and supervisors, and the transparency of the value to the individual and the organisation. Those organisations that have a
culture of sharing objectives and building trust and understanding, are more likely to be successful in achieving a positive response from employees, as shown in Figure 6 below. Care also needs to be exercised in the way messages are communicated, so that employees do not feel threatened by undertaking courses, particularly where assessment is involved. FE colleges have been particularly successful in engaging and supporting learners who may have few if any qualifications and concerns about their own learning abilities.

Figure 6: Top ten drivers for employee engagement in training & development, Melcrum Publishing 2005

- The same piece of research identified some of the key approaches that serve to encourage employee and individual motivation to undertake training and qualifications. Senior managers or owners of companies need to ensure that their staff understand the value both to themselves and to the company of the learning and skills development.

Figure 7: Top six actions by senior management to promote employee engagement in training and development.
In looking at the nature of skills gaps, it is clear that provision is required at all levels both to meet growth and replace existing staff that move on or retire. Technical, practical or job specific skills are seen to be lacking as well as generic skills such as oral communication, problem solving and customer service and handling skills. A lack of literacy and number skills are also a key area and initiatives are in place through Train to Gain and other government initiatives to address Skills for Life needs up to Level 2. In the South East in the region of 500,000 learners have been identified with literacy and numeracy needs by SEEDA.

Examination of the Sector Skills Agreements, where published, shows that in almost every sector there is a need for training for managers. The National Employers Skills Survey found that in three quarters of cases where managers need training, they lack broad management skills as well as problem-solving and administration skills. There is also evidence that those who are not fully proficient in their roles also lack IT skills. Amongst professionals and associate professionals management and supervisory or team leading skills were seen to be an area for development along with oral and written communication. Team working skills were the broad skills needing to be developed among service staff along and amongst sales staff the main skills in need of development include customer handling and oral communication.

From Sector Skills documents and LSC publications sectors have identified the following skills as being most in need of development:
<table>
<thead>
<tr>
<th>Sector Skills Councils</th>
<th>Top Identified Skills Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills for Care &amp; Development, Construction Skills, SEMTA, Summit Skills</td>
<td>Technical and Practical Skills</td>
</tr>
<tr>
<td>Creative &amp; Cultural Skills, Proskills UK, Skills for Health, Skills for Justice, Skillset</td>
<td>General IT user skills</td>
</tr>
<tr>
<td>Skills for Health</td>
<td>IT Professional Skills</td>
</tr>
<tr>
<td>e-skills UK, Financial Service Council</td>
<td>Management Skills</td>
</tr>
<tr>
<td>Financial Service Council, Skills for Health, Skills for Logistics, Skillset</td>
<td>Office administration skills</td>
</tr>
<tr>
<td>Goskills, People 1st, SkillsActive, Skillsmart Retail</td>
<td>Customer handling/service skills</td>
</tr>
<tr>
<td>Cogent, Improve Ltd, Proskills UK</td>
<td>Problem-solving</td>
</tr>
<tr>
<td>Cogent, Skillset</td>
<td>Team working</td>
</tr>
<tr>
<td>Skills for Care &amp; Development, Skills for Logistics, SummitSkills, Proskills UK, Improve Lts</td>
<td>Literacy</td>
</tr>
<tr>
<td>Improve Ltd, Proskills UK</td>
<td>Literacy and numeracy</td>
</tr>
<tr>
<td>GoSkills, People 1st, SkillsActive</td>
<td>Oral communication</td>
</tr>
</tbody>
</table>

Table 6: Skills most needed by Sector Skills Councils. – based on National Employers Skills Survey, 2005.

- Where colleges and training providers are in a position to provide technical skills and training at Levels 1, 2 and 3, including work based learning, higher level skills are in need of consideration by colleges and universities. It is not only the content of broader management and problem solving, for example, that need to be explored with employers and SSCs, but also the mode of delivery. Accessibility and flexibility of provision are constantly recurring themes and areas in which training providers have a better track record than education establishments.

- To help build the Kent and Medway and regional economy, skills training for the priority sectors need to be put in place alongside the more generic management, leadership, service and communication skills. Universities and colleges are well placed to provide higher level courses through distance and blended learning, as well as online and workplace delivery and support. The diagram below taken from the National Audit Office Report on Skills for 2006/07 clearly shows the import part skills have to play in building and sustaining the regional economy.
Figure 8. Central role of skills in a successful economy.
4.2 Employer survey

This section augments the desk-based research reported in Aspect 4 and reports on a small-scale telephone survey of some 20 employers in Kent and Medway. The findings of this survey was also “ground truthed” by conferring with the Kent Train to Gain manager and also a small sample of commercial providers of level 4 plus qualifications to verify our findings.

The research method was to interview employers by telephone and these were chosen from a group of contacts previously known by the organisation (TRC Ltd) conducting the survey. As this organisation also provides training the sample may be inherently biased towards companies who already engage in some work based employee training. The sample was therefore added to ensure that the interviews reflected the employment demographics of Kent:

According to 2005 data the South East employment according to sector is in the following proportions:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public sector</td>
<td>26%</td>
</tr>
<tr>
<td>Financial and Business services</td>
<td>24%</td>
</tr>
<tr>
<td>Distribution, hotels and catering</td>
<td>22%</td>
</tr>
<tr>
<td>Construction</td>
<td>8%</td>
</tr>
<tr>
<td>Transport and communications</td>
<td>7%</td>
</tr>
<tr>
<td>Other manufacturing</td>
<td>4.5%</td>
</tr>
<tr>
<td>Engineering total</td>
<td>4%</td>
</tr>
<tr>
<td>Metals and Chemicals</td>
<td>3%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>2%</td>
</tr>
<tr>
<td>Mining and Utilities</td>
<td>1%</td>
</tr>
</tbody>
</table>

4.2.1 Method - Employers surveyed

1. SICO Europe, Lympne Industrial Estate
2. Medway NHS Trust, Chatham    3000 staff
3. SEA Marketing & Design       16 staff
4. John Parker and Son Ltd
5. Train to Gain, South East
6. Ability Training, Sidcup
7. Salon Chique, Alexander Court, Sturry
8. Outlook Fostering Services, Willesborough, Ashford
9. Shepherd Neame Brewery, Faversham
The interviews were conducted either in person or by telephone and based on the following questions:

1. Is your business/department/organisation involved with work-based learning/training?
2. What is your understanding of level 4 plus qualifications?
3. How do people access training/learning?
4. What types and modes of work-based learning have been most in demand?
5. What do you think the demand will be in the future?

Summary of Results

**Question 1. Is your business/department/organisation involved with work-based learning/training?**

All those interviewed stated that their organisation or business was involved in work-base learning. This varied from in-house coaching, induction programmes to qualifications at all levels. Work-based learning was considered crucial in developing the skills required by the job. The Medway NHS Trust was also interested in the benefits to patient care.

Several employers believed that staff are attracted to employers who are active in work-based learning. SEA Ltd ensures that they state this in their job recruitment adverts.

The spokesperson for Medway NHS Trust said they want to respond flexibly and quickly to staff learning needs. Further the employers and the providers need to find a way of making work-based learning simple for the individual employee and wants it to be a “good experience”, which requires work-base learning to:

- Meet mandatory requirements
- Facilitate career development within the organisation

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24 Interview 3) SEA Ltd
♦ Keep staff up-to-date with training and so that they are able to fit in with the demands of the organisation.

Denne (construction company) has an onsite skills academy for construction staff and all needs are recognised at appraisal level. The training is very easy to access for the staff and they are positively encouraged by the company to partake.

**Question 2. What is your understanding of level 4 plus qualifications?**

Most employers have little idea what level 4 and above qualifications are unless they are used to the NVQ framework. Only one was aware of the revised framework of 8 levels and that was a training provider.

The Medway NHS Trust said their colleagues “switched off” when training or education providers talked about levels of education. They preferred to discuss skills that would be developed and whether the course would attract funding.

Denne has a number of Management trainees that are working towards various relevant degrees and level 4+ qualifications. This is part work based and they use a variety of education establishments, depending on the qualification. The company is very interested in future qualifications.

In general those interviewed, including employers, the training providers, Train to Gain skills brokers agreed that employers are unlikely to be interested in work-based learning qualifications if there is no legal requirement. The director of Reed said “qualifications are looked at but are not essential unless there is a legal requirement.”

Where there is no legal requirement for a qualification then employees were more likely push for qualifications, as they perceived them as part of their career development, and to enhance their C.V. Some employers were supportive, in this situation but some were negative as in their experience staff had left once they gained their qualification. The company also questioned whether the business really benefited from the courses.

Having qualifications however does seem to make employees more employable. Reed recruitment agency found that if “two candidates are equally matched then the qualification can give them the edge.”

The Medway NHS Trust estimates that between a third and half of staff are non-professional, band 1 – 4. These band levels include ancillary and administrative staff. If asked to complete a qualification they are likely to ask ‘Why should I need to do that?’

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25 Interview 20) Denne Construction  
26 Interview 17) Kent Police  
27 Interview 18) Charles Hewitt Haulage
The costs of qualifications are a concern. Most of those interviewed were interested in financial support. “Employers are very keen to access work-based learning if there is funding. Funding really helps.”

Some business have agreements with their staff that if they leave within 6 months of achieving their qualification that they will pay back a percentage of the costs of the courses to the business.

Question 3. How do people access training/learning?

All employers who were interviewed have an appraisal system, which they use to identify training and development needs. Some employers have a complicated process.

Kent Count Council, Social Services Department has a Personal Development Review programme, which is monitored continuously throughout the year. The review process is connected to pay scales. At the beginning of each year all staff training needs are identified. The department requires staff to be continually developing whether, this is working towards an NVQ, HND or MSc qualification: anything that is required for staff to do their job to the best of their ability.

There are various triggers for work-based learning in the Medway NHS Trust. New staff should receive a corporate induction within one month of starting work, which will introduce them to the appraisal process. All new staff have a six-month’s probationary period. During this time staff will be set objectives and targets by their manager and will identify any mandatory training required. A training and development plan for all staff quickly emerges.

Question 4. What types and modes of learning/training have been most in demand?

Large businesses or public sector organisations tend to deliver their own in-house training. If the requirements cannot be met in-house then externally provided courses will be considered. Employers prefer external providers to deliver training at their business and be flexible. The key criticisms of external courses are that they are time consuming and expensive.

Employers are committed to work based learning where they see skills developed quickly and the business benefits. Employees are more likely to be committed to qualifications if they are directly relevant to their job. Businesses will select the ‘right’ person and train them on the job. Basically 75% of successful appointments are made on character and personality, not on qualifications.

Some employers are experimenting with different modes of work-based learning. Shepherd Neame brewery has pioneered a new national training scheme in licensed hospitality and helped brewery production staff achieve

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28 Interview 6) Ability Training
29 Interview 12) Reed
NVQ certificates in conjunction with the Learning and Skills Council. The Medway NHS Trust is currently promoting e-learning in the hospital which has provoked a massive debate within the Trust as to the value of different modes of learning. Apparently there have been 3,000 successful e-learners during the 3 – 4-month period before the interview (March 2008), which has helped attract staff into learning those core skills, which interest them.

Question 5. What do you think the level of demand for work based learning will be in the future?

The response to this question was mixed. The employers who are already heavily involved in work based learning are clear that the demand will grow.

“The demand for work based learning is growing”, spokesperson for Kent Police.

The spokesperson for Outlook Fostering Services feels that the demand for work-based learning will increase as staff are much more focused and interested in learning, and also commented that there is now a great deal of choice with the increased availability of centres in Kent.

However, in most businesses it is difficult to persuade some staff to engage with any work-based learning.

4.3 Conclusions

- All employers contacted expect to develop their staff. Where there is a mandatory requirement for a recognised award then the uptake of qualifications dramatically increases. However, there is also a knock-on effect from such legal requirements to other aspects of work-based learning, which then tends to be embraced by the whole organisation.

- Train to Gain, the recruitment agencies and training providers believe that the majority of employers are not interested in qualifications for their staff. They use work based learning for skills development required by the job. Recruiting the right person for the job is as important, if not more so, than the qualification they hold.

- Some well established successful Kent businesses are enthusiastic about training and development and see this as way of recruiting staff and promoting the business to their customers. Further Investors in People accreditation has influenced employers’ attitude to work-based learning.

- Train to Gain brokers are concerned about the attitudes of some employers to work based learning. The response they often receive is whether free courses are available rather than training and development needs per se. Further commitment of time is difficult for

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30 Interview 8) Outlook Fostering Services
those in employment. They need to be convinced that the investment will bring substantial benefits to the learner and the business.

- The demand for work based learning is increasing and likely to continue as the skills needed for the job increase.

  31 The GNR Partnership spokesperson summed up the need to engage employers with a service that is regarded as value for money “if Universities offer a quality service at affordable prices then employers will engage, however the benefits must be very enticing.”

4.4 Recommendations

- The National Qualifications Framework needs to be promoted to employers in a clear way that gains their attention. Alongside the qualification descriptors there needs to be a simple framework of learning outcomes and benefits for the employee and the business.

- Providers of Level 4 plus qualifications need to focus on the employers’

4.5 References

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Innovative Approaches to Employer Engagement in Further Education. Centre for Excellence in Leadership. Dr Simon Kelly, March 2007


Learning and Labour Market Regional Profile. LSC 06/07, version 2.0

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31 Interview 19) GNR Partnership
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Proskills UK: www.proskills.co.uk
Improve Ltd: www.improveltd.co.uk
Skillfast-UK: www.skillfast-uk.org
SEMTA: www.semta.org.uk
Energy & Utility Skills: www.euskill.co.uk
Construction Skills: www.constructionskills.net/
SummitSkills: www.summitskills.org.uk
Automotive Skills: www.automotiveskills.org.uk
Skillsmart Retail: www.skillsmartretail.com
People 1st: www.people1st.org.uk
GoSkills: www.goskills.org
Skills for Logistics: www.skillsforlogistics.org
Financial Services Skills Council: www.fssc.org.uk
Asset Skills: www.assetskills.org
e-skills UK: www.e-skills.com
Central Government (in development),
Skills for Justice: www.skillsforjustice.com
Lifelong Learning UK: www.lifelonglearninguk.org
Skills for Health: www.skillsforhealth.org.uk
Skills for Care & Development: www.skillsforcare&development.org.uk
Skillset: www.skillset.org.uk
Creative and Cultural Industries: www.ccskills.org.uk
SkillsActive: www.skillsactive.com

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Sector Studies Series for Kent & Medway – The Construction Sector (Including Building Services), LSC 2006

Sector Studies Series for Kent & Medway – The Education & Lifelong Learning Sector. LSC 2006


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South East ‘On Your Marks’ – Objective 3 Co-Financing Plan 2006-07. SEEDA


Train to Gain – A Plan for Growth, November 2007 – July 2011, LSC

Aspect 5 - The infrastructure that exists in Kent and Medway for employer engagement focused on higher level skills and what opportunities there are for developing it.

5.0 Introduction

The HESE commissioned report *Employer Engagement and Higher Level Skills* (2007) for the South East identifies amongst others, alignment of supply and demand as a key issue and challenge for employer engagement by the HE sector. This highlights the mismatch of HE supply to business need, especially HEIs’ preference for delivery of whole academic qualifications, packaged as complete programmes offered in a relatively inflexible manner. Business on the other hand requires vocational qualifications or non-accredited training, offered in bite-sized “chunks”, in as flexible a manner as possible especially to accommodate workers who commute. Although cost was not reported in this survey as a barrier, nevertheless funding issues have been identified elsewhere (Aspect 4) as an issue worthy of clarification.

This section aims to use these issues of types, size and flexibility of provision to address the infrastructure for employer engagement and to add funding and costing issues as well as identifying more closely the providers of higher level skills.

5.1 Methods  The infrastructure in place for engaging with employers has been reviewed with consideration given to:

- What specialist services are in place to engage with employers, including Enterprise Units, Knowledge Transfer Partnerships and Train to Gain services and Skills Brokerage;
- Range of programmes available including a table of providers and their broad course offer;
- Identification of areas for programme development or expansion of learning to meet likely growth in demand.

5.2 Infrastructure for Engaging with Employers

- Raising the skills threshold and building for economic prosperity in the future is central to government education and economic strategies. An important part of this up-skilling of the workforce is ensuring that employers get what they want. To ensure the correct provision requires employers’ cooperation and involvement in planning and strategic developments. However, employers are a diverse group covering a wide range of sectors and businesses, from voluntary groups and charities, the public sector and the private sector, both small and large. Whilst some employers may be part of large multi-national organizations, the majority are SMEs, with no dedicated staff to consider training and development strategies.
• Information on choices as to providers of skills and training indicates that organizations use the services of private training providers more frequently than those of FE colleges or universities.

<table>
<thead>
<tr>
<th>Training Provider</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private providers</td>
<td>88%</td>
</tr>
<tr>
<td>Further education colleges</td>
<td>46%</td>
</tr>
<tr>
<td>Higher education institutions</td>
<td>41%</td>
</tr>
<tr>
<td>Chambers of Commerce</td>
<td>28%</td>
</tr>
</tbody>
</table>

Employers who are satisfied or very satisfied with the service provided by the training industry: 79%

Source: National Audit Office survey of 508 private sector employers

Figure 9 National Audit office information, 2005.

• As mentioned earlier in Aspect 4, a number of colleges and training providers are working to engage with employers through Train to Gain – the LSC initiative designed to ensure businesses and their employees can access the training they require. The Train to Gain service represents a commitment on behalf of Government to jointly invest in skills training with employers. Through Train to Gain employer can access:

  o Quality assured advice in identifying skills needs at all levels, form skills brokers and training providers with expertise in their area of business;
  o Help to identify and source high quality training and qualifications to meet those skills needs;
  o An expert who will put together a skills solution package which may include government training subsidies, along the employer’s own financial contribution;
  o Access to advice on wider business needs, which will be enhanced from April 2008 with the transfer of skills brokerage to Business Link. (Train to Gain A Plan for Growth, November 2007- July 2011).

• Since being launched in August 2006, a number of lessons have been learnt and the LSC undertook a series of thematic reviews during the spring and summer of 2007, including the role of skills brokers, the supply available for meeting needs and the relevance of the offer to employers. Some concerns identified included too great a focus on level 2 and lower level skills, and the incorrect assumption that provision would be fully funded. This impacted on the levels of trust of many employers in the service. Whilst the performance of Train to Gain
has been strong in the North East and North West and West Midlands, performance in London and the South East has lagged behind.

- To date the offer from colleges and training providers under *Train to Gain* has been for qualifications at Level 2 and some Level 3. Much of the provision has focused on NVQs and the building of skills and competence in the work place. The need for employees to be released to study in college is kept to a minimum and assessments are undertaken at work. This model has allowed for hard to reach employers to be engaged, many of whom are micro-business (less than 10 employees). Health and social care has been particularly successful, with both distance learning programmes at Levels 1 and 2 and NVQ provision. In addition, the colleges have been able to offer short courses to update and up-skill the workforce in such areas as 'Infection Control', 'Safe Handling of Medicines', ‘Moving and Handling’ and First Aid. Other areas with significant provision include Customer Services, Retail Operations, Food and Drink and Cleaning and Support Services.

- Successful work undertaken with SSCs will be developed and extended, including the Joint Investment Framework for the Health Sector and the Public Service Compact approach developed in the West Midlands. *Train to Gain* will also be used to test the modularisation of qualifications in line with proposals for the Vocational Qualifications Reform programme. The existing CoVE programme will be reformed into the ‘The New Standard’ which will ensure expertise and excellence of delivery at all skills levels.

- For companies with between 10 and 250 employees there will be an additional focus to support key directors and managers to ensure they have the skills needed to grow their business through a sound understanding of how they can develop their staff. Investment in Leadership and Management will grow from £4 million to £30 million per annum. The Level 3 trials will allow learners without a full Level 3 or above qualification to access Level 4, where appropriate – largely based on individual knowledge and capabilities.

### 5.3 Training Providers

- There is a wide range of private training providers in Kent and Medway offering NVQs and accredited qualifications as well as bespoke training in all sectors. Training Providers such as JHP Chatham has been delivering vocational qualifications for a number of years, others have been set up more recently to meet needs. Whilst training providers can offer training away from the employer’s premises, in many cases employers prefer the provider to come to them. A number of training providers are now also providing courses through *Train to Gain*, and historically have been seen as more responsive and flexible than colleges and universities. Short courses and bespoke training are
widely publicised to employers, and provision is put in place in a matter of days or weeks.

- A significant number of providers are now delivering generic management skills – see Appendix 5A. This has in no small part been in response to SSAs identifying present and future training needs and current skills gaps experienced by employers (Appendix 5B). Customer service skills and communication skills, along with managing change, project management and negotiation skills are becoming increasingly popular, amongst both public and private sector employers. A number of training providers specialise in delivering health and care related courses, an active market given the high level of staff turnover.

- Aside from Skills for Business offering skills brokerage, a number of other organisations have been set up to promote partnerships and raise awareness of training and skills development opportunities. The Kent and Medway Learning Resource Network is one such example, now in the early stages of development. The Learning Resource Network is part of a national infrastructure established to promote improvement in the education and training of the social care workforce, funding through the Department of Health. The aims of the Learning Resource Network are:

  - To develop new partnerships between employers and providers of education and training.
  - To promote initiatives to enable service users and carers to play a substantial part in the education and training of the social care workforce.
  - To increase the quality and range of practice learning opportunities for students on the new Social Work Degree course.
  - To enable the development of the materials and skills necessary to support learning in the workplace.

- Some examples of the kind of services the Learning and Resources Network can offer includes:

  - Acting as a broker between employers and Training Providers. Social care employers are under constant pressure to ensure their staff have access to statutory and specialised training and NVQs. There is a range of training providers able to meet those needs but it can be bewildering for employers to know which organisation to use with regard to quality, affordability, relevance etc.
  - By learning from experiences of organisations already leading the way in this area, the LRN is able to work with employers and Training Providers to involve service users and carers in the delivery and evaluation of social care training.

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32 Kent and Medway Learning Resource Network website.
• Working with organisations who want to offer learning experiences to social work students from the local universities by helping them identify a suitable role for the student, provide training for practice assessors, provide access to an off-site assessor if necessary and set up support groups for practice assessors.

• Promoting the development of new methods and approaches to work-based learning by keeping abreast of new legislation, collating and disseminating existing materials to help voluntary, private and independent organisations learn.

• For the most part private training providers deliver training to meet the short or medium terms needs of employers and employees. Unlike FE colleges and universities, private providers are not concerned with the transferability or credit value of learning, and do not have to measure success rates in terms of learning outcomes and qualifications achieved.

5.4 FE Colleges in Kent and Medway

• Colleges and HEIs have put in place Enterprise Units which offer expertise and dedicated response lines to employer enquiries. Websites include sections for employer information and named contacts. Not only are a range of programmes available accredited by awarding bodies such as Edexcel, NCFE, City and Guilds, and OCN, but also professional bodies. Universities offer their own provision on a Certificate, Diploma or Degree basis, as well as bespoke programmes to meet training and CPD needs.

• Training facilities are offered by colleges and HEIs either in dedicated business training centres or on the employers’ premises, as it is, for example, at North West Kent College. Training can be offered to employers using specialist technical equipment as is the case with the North West Kent College Hall Training Centre for refrigeration, air-conditioning and commercial, industrial and marine applications including ammonia systems. The Hall Training Centre has been operating for over 30 years and is one of a handful of City & Guilds approved specialist refrigeration training centers in the UK. The courses have been structured to meet the demands of industry and health and safety statutory operating procedures. An understanding of the needs of working engineers have led to courses being designed to meet practical operation needs and courses are offered from periods ranging from two to ten days. Where preferred, courses can be delivered on the customer’s own premises.

• North West Kent College’s National Sea Training Centre offers specialist provider of maritime courses with a number of course delivered through ‘Maritime Open Learning’ – ‘specialist Distance and Blended Learning for the Marine Industry, offering NVQ routes to STCW 94 Officer of the Watch Qualifications in both Deck and
Engineering disciplines for personnel on Merchant vessels, Tugs and Fishing vessels. Time in the college is kept to a minimum in line with industry needs.

- North West Kent College has set up a Business Workspace for small businesses which may have been working from home or not had access to appropriate offices. Packages include low rent and access to meeting rooms and IT support. Facilities also exist for providing bespoke courses for local employers.

- Canterbury College has a CoVE in Travel and Tourism and is an accredited Action for Business College. Canterbury College seeks to work with employers to create training solutions to support the demands of an ever changing workforce. The College offers a range of professional development courses and also designs bespoke courses in collaboration with employers to meet their training needs. Through Train to Gain the College delivers NVQs at Level 2 and Level 3 in a range of areas including Care, Business Administration, and Retail Operations.

- Thanet College has a strong reputation for working with employers in a number of sectors and offers a range of courses. A number of distance learning and self study programmes are offered, as well as programmes combining day release and work place study. The college also offers bespoke training solutions to local business either at the college or on the employer’s premises. Tailored training for employers is normally delivered over half a day or a full day, according to need, and is college certificated.

- Hadlow College services focus on effective training for local land-based business. Business and training needs analysis can be provided and training then matched to identified needs. Hadlow College is a member of the 'rbat network’, a South East wide training brokerage who can help identify courses to meet particular requirements. The College Business and Community Development unit was created to meet the needs of employers and offers services, essential training course, ESF subsided training opportunities, seminars and bespoke training to land-based enterprise and employers. The department currently runs two ESF funded projects offering training to business in environmentally sustainable working practices, and training to assist women working part-time to learn new skills.

- Mid Kent College is working to meet the education, training and development needs of employers, delivering accredited or tailored training courses on employer’s premises or at the College. Successful training has been delivered in a large number of sectors, and the following show examples of positive feedback received.
Rainham Mark Grammar School wanted a course that would cover the IT skills needed for both teaching and administration, and would lead to a worthwhile qualification that would be recognised both within and outside the education sector. The European Computer Driving Licence met that demand. “The qualification has become part of our professional development programme for teaching and support staff. Teachers who have already gained the licence have found their ability to use computers for preparing lessons, and their confidence when using computers with students, greatly improved. Members of the current class consist of teaching, office, canteen and care taking staff, proving that the course has a wide appeal and also meets our needs as an Investor in People”.

Kent and Medway Health Authority
“Not only has the training delivery and support for candidates from the trainers been first-class, but the administrative support to arrange training for a diverse group of staff across a wide geographical area has been entirely professional.”

Link Insurance
“Link are delighted with the professionalism, enthusiasm and flexible approach demonstrated by Mid-Kent College at all times.”

- Mid Kent College has appointed a new team of training consultants whose client centered approach aims to provide high quality service to employers by identifying training needs, dealing with any enquiries and following up on any issues arising. The team is responsible for visiting their portfolio of clients and maintaining regular contact.

- South Kent College has launched their employer engagement unit as Train 4 Business and Training 4 Care, managed through a dedicated business unit. A range of courses are offered on a flexible basis. Training needs analysis is offered and customised training solutions. With CoVE in Care and Construction, the college offers a number of fast track on-site training and assessment courses in (OSAT) construction which have been well received.

  “This fast-track route to an NVQ is available to employees who have at least 3 years’ experience in their chosen trade. The NVQ proves that employees have knowledge of construction skills and safety legislation as well as occupational competency, all of which will support business plans and growth as employees become qualified.”

- West Kent College’s Business Development Unit seeks to respond to the needs of the local business community, through offering a free and impartial Skills Advisory Service. The Business Unit offers personal visit to provide advice, training needs analyses and information as to how the college can help meet skills development needs. The College
has a CoVE in Care and offers a wide range of distance learning and NVQ provision to employers in this sector.

5.4 Universities in Kent and Medway

- There have been difficulties in engaging HEIs in the *Train to Gain* service. HEFCE is now supporting three of the ‘Higher Level Skills pathfinders’, the outcomes of which will be reviewed prior to implementation of higher levels skills access across England. The revised employer strategy will ensure that employers are supported in identifying skills needs at all levels including Advanced Apprenticeships and higher level skills, with specialist brokerage and a dedicated higher level advocate. The skills brokers will present the service as being driven by employer and employee needs, and not the desire to sell a particular product or qualification. In addition, *Train to Gain* will now include the self employed and the voluntary sector.

- All the Universities in Kent have put in place websites to inform and promote engagement with employers. The following provides a brief overview of the types and focuses of activities being undertaken within the HE sector.

- **Canterbury Christ Church University** has a large centre at Hall Place for business development activities. “Hall Place Enterprise Centre is the hub for knowledge exchange between the University and the business community in Kent. Run by the CEBD (Centre for Enterprise and Business Development), it provides a high quality venue for conferences and events that bring businesses and the University together, as well as being a centre for professional and leadership development in the field of education.

- **Canterbury Christ Church University** delivers academic programmes that increase individuals’ employment prospects as well as training and events aimed at helping local businesses to thrive. Through the Enterprise Centre, Kent businesses can access a wide variety of business support and training opportunities, from individual workshops to accredited courses offering Certificates in Higher Education which can lead to entrance to a degree level course. Subjects covered include IT Training, Management, E-Commerce, Finance, Sales and Marketing and Human Resources. In addition to open courses we also offer a bespoke service to local businesses, providing training courses tailored to their staff development requirements. Courses are delivered by experienced trainers and consultants chosen for their combination of academic and business experience according to specific needs”. (Canterbury Christ Church University website).

- Hall Place Enterprise Centre also offers programmes to support employers in growing their business and to manage change, which includes a business health check. Feedback from employers suggests that this programme has been well received and that aside from the
expertise employers were able to access, networking opportunities were also valued. In addition there are language programmes available to support businesses that have continental links. With funding support from the Higher Education Innovation Fund (HEIF), HEIF 3 is helping Canterbury Christ Church University develop capacity to interact with business and the community, specifically focusing on Knowledge Transfer activities. Working with the local business community, and SMEs in particular, the university is engaged in meet needs such as management training and building expertise in networking skills.

- The Knowledge Transfer team works across all four faculties of the University: Arts and Humanities, Health and Social Care, Business and Sciences and Education, and has helped many different businesses to source advice, partners and funding. Examples include ‘Digital Media for SMEs’, and ‘Dementia Centre South East’ which provides information and advice across Kent, Medway, Surrey and Sussex and assists in the development and improvement of services and the first ever dementia specialist course for health and social care practitioners.

- University of Kent Business Services area supports the development of training for business and for the public sector through Kent Enterprise. Provision for people at work is being enhanced through tailor-made courses, providing a range of training courses and supporting individuals and organisations to achieve lifelong learning. In addition the University of Kent offers a range of CPD training courses, including courses in Health and Social Care and business management.

- In October 2005 the University of Kent was awarded £359,603 and its partners (University of Greenwich, Canterbury Christ Church and University College for the Creative Arts) to set up a Centre for Work and Learning (CWAL) at the Universities at Medway Campus. The intention of the original 2 year project was to work collaboratively with education providers and local employers to develop work-based learning for the Thames Gateway Kent region. On cessation of the collaborative project CWAL remains as a department of the University of Kent at Medway.

- The Kent Business School has a range of programmes for managers and executives including a modularised MBA to enhance access for business managers. Staff at the university can also offer consultancy services to assist business in solving problems and building efficiency.

- The University of Kent also supports Knowledge Transfer Partnership initiatives to help companies grow. With partial government funding, businesses are able to access technological, scientific and managerial knowledge and gain help in applying expertise to the benefit of business. Other projects include the Schell Technology Enterprise Programme, a government backed service to help business development of new projects.
• Working with SEEDA and Canterbury City Council, the University of Kent has established an enterprise hub with hot desks, offices and laboratories available for rent, and finance and business support services. A new innovation unit is due to open in 2008 to house growth potential business for start up companies.

• The University of Greenwich has set up a Research and Enterprise Office to act as first point of contact for business who may be interested in accessing expertise within the university. Services include access to analytical services, technical solutions, laboratory testing, funding and subsidies for companies, research and consultancy services, support with new product development and bespoke training. In addition and at its Kings Hill Centre in Kent the School of Business provides specialist conferences and events for local businesses, as well as bespoke training for companies.

• The Medway Enterprise Hub based in Greenwich University’s Chatham Maritime Campus is part of the SEEDA regional network, and offers support to small businesses. The unit can provide incubation space for new business as well as access to specialist knowledge and expertise that exists within the University.

• The Business Information Technology and Enterprise (BITE) Centre at Medway and the University Centre Folkestone is a collaborative venture between the university’s schools of Business and Engineering with an input from Computing and Mathematical Sciences (CMS) and education. Its mission is to work with local business in providing higher level skills which transcend traditional subject boundaries.

• The University is a partner in Knowledge East which brings together eight universities and colleges in East London and the Thames Gateway, offering opportunities to gain support from the skills and knowledge of over 5,000 academics and 40 top-rated research departments. The University is the lead partner for ICT and works to support small business development needs. The university also works with the Knowledge Transfer Partnership initiatives, and has helped develop a number of new products and ideas.

• University College for the Creative Arts offers a range of specialist advice and support services to business. These include Graphic Design Services, which include specialist digital design service, digital modelling, film, video and photography as well as logo design and bespoke websites, development of virtual learning environments, video production for corporate and commercial markets, and web development.. The university has worked with small business, local government and strategic bodies on specialist projects to support business development.

• Business start-up advice and facilities are support by the University College through the Creative Enterprise Initiative, a part of the
Knowledge Transfer Office. Since 2002 it has helped in excess of 600 creative entrepreneurs across the South East of England. The Creative Entrepreneurs Club for graduates of the University promotes networking where expertise can be shared, and has over 200 members. Supporting Creative Enterprises 2 offers advice and support to creative industry business across the South East by providing development advice, business start-up workshops, financial planning guidance and mentoring. Supporting Creative Enterprises 2 has specialist partners including Disability Arts Development Agency and Hastings Borough Council.

- The University College has developed a BTEC accredited 8 week intensive business training course for creative professionals who have new businesses and require support with development plans. The programmes target specialist areas including Digital Media, Fashion and textiles, Illustration and Arts and Crafts, providing opportunities to test and critically evaluate business ideas with creative mentors. For those in the Creative Arts and Creative Industries the University College offers a range of short courses and training events.

- **Imperial at Wye** was originally a University of London college dedicated to agriculture, environment and other land based subjects. Wye College traditionally did a huge amount of work with these industries both nationally and internationally. Although a few “spin off” companies still remain on the Wye campus, Imperial College has recently withdrawn from operations and it no longer remains as a university centre.

- From the perspective of employers, providers need to demonstrate the direct returns on investment in training, including enhanced performance and profitability, as well as compliance with statutory regulations. However, few private training providers are concerned with longer term progression opportunities for learners/employees, particularly if those progression routes exist outside their own portfolio of provision.

- As there is a clear and growing need to provide higher level education and training in a more flexible and responsive way, universities need to develop the ability to adapt and respond quickly to the needs and demands for provision from local businesses. Leitch in his report in 2006 noted that “…provision should be based on new types of programmes offering specific, job-related skills such as Foundation Degrees”. A barrier seems to be the ability and willingness of HEIs to develop and validate programmes along the timescales required by businesses, i.e. provision needs to be in place in months rather than years.
5.6 Conclusions

- A good deal of information is available on causes, nature and implications of skills gaps, from SSC analyses of skills needs and future growth requirements, LSC, Business Link and colleges and training providers. However there is little up-to-date information available based on direct research with employers on their views on relevant current provision, responsiveness and value for money. There is also little information on what kinds of provision they would like put in place, other than that related to funding – more paid for by government.

- What is clear from all the evidence examined is that employers would like to see:
  - A simple and accessible way of getting advice on the best skills training for their staff;
  - Training that meets their needs and is accessible, affordable, flexible and robust and tailored or directly relevant to their needs;
  - Incentives to train staff – reduced outlay and high returns;
  - Influence over skills training content and delivery, without becoming bogged down by bureaucracy.

- Research has shown that the most influential source of information about the value of training and providers comes from word of mouth. Employers look at training with a ‘what is in it for me’ approach, and cost and return is central to decision making. Some employers have concerns that if they provide training that leads to widely recognised skills and qualification, they may lose staff to competitors. This has frequently been the case in the Care Sector, where statutory regulation has led to some employers seeking to avoid the costs of training by offering slightly higher wages to attract staff trained by competitors. Colleges and HEIs need to ask themselves if they are delivering what is needed by employers in a manner they consider appropriate.

- As a Centre for Work and Learning (CWAL) report highlights, major learning providers need to:
  - Develop flexible quality assurance and accreditation service;
  - Increase study opportunities for those in paid and unpaid employment; enhance links with employers, professional bodies and other employer related organisations;
  - Work in partnership with employers to enhance strategic plans;
o Establish APEL and Work based learning frameworks that can facilitate progression.

- Evidence suggests that barriers to employer engagement need to be recognised. Systems need to be put in place to address issues of:
  o Fragmentation of information - a central information brokerage for both employers and learners is required.
  o The accreditation of prior learning – needs to be consistent and offer a transparent avenue for increasing progression and access to further learning, and to reduce the length and cost of formal training.
  o Recognition that funding is a major factor in encouraging better training take-up by SMEs.

- The Medway Learning and Skills Plan highlights the findings of the University of Kent’s Centre for Work and Learning mapping exercise of existing training provision. The matrix of existing training provision highlighted a number of weaknesses as:
  o Lack of provision in lower level manufacturing and engineering programmes;
  o Retail training at all levels;
  o Lack of responsiveness and adaptability amongst public sector training providers, with FE colleges and higher education institutions not being able to offer the same level of adaptability and responsiveness as private training providers due to internal bureaucratic and administrative barriers;
  o Inflexible funding models which constitute barriers to creating truly employer-centered flexible provision as described by Leitch.
  o Provide HE level education in a more flexible and responsive way, such that universities adapt quickly and appropriately to the needs of local business.

- A demand led model requires providers to be responsive to customer demands, putting in place quickly the services requested. Both universities and colleges have been more used to marketing their own course offer and persuading employers that they need to pick from the list, and not demand something different. Training providers, less hampered by public funding models are able to respond with customised provision for which they charge commercial rates. This approach is slowly starting to be reflected in the Enterprise and Business Development Units in universities and colleges.
There is clearly room for colleges and universities to develop new programmes that meet employer needs and to improve the infrastructure to improve accessibility and perceived value of credit based learning. More time spent engaging with employers to assess their education, skills and training needs, and providing responsive, flexible and accessible programmes delivering expertise when and where needed would enhance both the infrastructure and employer engagement.

5.7 Recommendations

Scope would seem to exist for HEIs and FECs to work more closely with employers to establish not only routes into higher levels, but also the nature and content of the higher level provision as well as preferred modes of delivery. Such discussions must be followed up quickly by the offer of provision – truly responsive and flexible with transparent value. Moreover, provision must be affordable and accessible, perhaps based upon a bite-sized approach which not only spreads the costs, but also allows those in employment to work and study in a timeframe that meets employer and employee needs. The Kent and Medway Lifelong Learning Network has a key role to play, providing not only clear information to employers but also as a conduit for gaining and passing on information to partner institutions. With a wide range of expertise and resource spread across the Kent institutions, there should be few knowledge, skills and training needs that cannot be met.

Research in Section 4 indicates that there is unmet need for more flexible programmes to provide management training as well as technical and generic business and customer service skills. Retail, Hotels and Restaurants as well as Wholesale, Logistics and Distribution are sectors with immediate needs, but given that many are small businesses, place, cost and mode of delivery will be factors crucial to successful engagement.

5.8 Summary

All of the universities and colleges in Kent and Medway have responded to the government agenda for greater engagement with employers and the delivery of skills and knowledge programmes to meet local needs. Colleges have developed Enterprise and Training Centres offering programmes to respond to employers needs at Level 2 and Level 3 as well as at higher levels. The four universities offer both higher education programmes and bespoke training solutions as well as activities based around the Knowledge Transfer initiative to help with the development of new business products.

Private training providers offer programmes in a range of sectors including Care, IT, Business and Management and Engineering. They have traditionally been seen as more responsive than education institutions and able to deliver programmes at a time and place to suit
the employer, including on their own premises. The wide range of
training providers offering management and office based skills is
clearly shown in Appendix 1.

- Train to Gain and Skills for Business have sought to offer an advisory
and brokerage service to employers, as well as advice on funding for
provision. This initiative has included colleges in the delivery of
programmes, with Train to Gain brokering funding and training needs
analysis services. Employers benefit through access to good quality
advice to help them identify their needs and the most appropriate
training solutions, delivered locally.

- Website information and central points of contact have been put in
place by HEIs and FECs to provide a more personalised and user
friendly service. Four colleges have gained Action for Business
Colleges status, reflecting their ability to be responsive and provide
training and qualifications to meet a range of skills needs in all the key
sectors. The CoVE status of colleges has also enabled them to build
up contacts with employers in their vocational specialism, to provide
professional advice and relevant qualifications/training to meet
employers' needs.

- A key challenge facing HEIs and FECs has been to work within a truly
demand led model. These institutions have been used to encouraging
employers and individuals to select programmes to meet their
requirements from an existing list of provision. With a focus now more
on employability than skills and training to support immediate
requirements, smaller credit based provision has had to be put in
place, along with tailored provision which can be delivered flexibly,
including in the workplace. Examples include the Foundation Degree in
Applied Professional Studies and other Foundation Degrees which
incorporate learning mapped to professional body and occupational
standards.

- The existing infrastructure for employer engagement is focused in the
case of colleges mainly on meeting skills needs at Level 2 and now
increasingly at Level 3 due to the LSC and Train to Gain shift in
priorities. The challenge of engagement with employers at higher levels
involves not only the cost and accessibility of provision, but also the
duration for achievement of full qualifications. Leitch and the SEEDA
Regional Economic Strategy talk of both a skills base and
qualifications; for employers the need for quick returns linked to
profitability/competitiveness are key imperatives. Much uptake of
qualifications has been in those sectors with statutory requirements for
qualifications as well as those with declared skills shortages, though
few of these have been articulated at higher levels other than in
generic management and leadership terms, and higher technician
requirements.
APPENDICES
APPENDIX 1.A - RESEARCH QUESTIONS FOR EMPLOYER ENGAGEMENT STUDY

(1) In what ways and what mechanisms have you put in place in order to meet the Leitch Agenda of working with employers and to meet high level skills needs?

(2) How would you describe your track record?

(3) Can you give, for example, at one end a successful example of business engaging with you, and one that is least successful, or where you have found it particularly challenging

(4) How do you set about gauging employer needs?
   - sub question address cultural differences
   - would you describe your relationship as a partnership

(5) Would you say your relationship with employers is learner led in the sense that your contact is through employees wanting to learn, or is it more hard-nosed employer led?

(6) How important are your quality assurance mechanisms in ensuring learning is relevant, is delivered appropriately and according to timescale?

(7) What different processes and systems have you developed in assessing work based or work related learning and in accrediting in-company or other prior learning of employees (eg speed of responsiveness, delivery mechanism, relevance of programmes as to what works + staff resources)

(8) What is your experience of assessing APL and how it works and articulates with other work in the University?

(9) Flexibility of delivery – can you comment on the ‘pace’, ‘place’ and ‘mode’ of delivery in work based learning you offer?

(10) How willing have you found employers to be in working in staff development and learning related to the national qualification framework

(11) How do you set about meeting the needs of business in your community – accreditation of in-house programmes/ APL / bespoke tailored courses /
<table>
<thead>
<tr>
<th>University of Chester</th>
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<td>View of the Leitch Review of Skills as a 'validation' of the work that has been going on in Chester for many years</td>
<td>Derby is described as 'ahead of the game/policy'. Leitch's importance not so much for what it says, but the policy focus on this area of work</td>
<td>Leitch's usefulness is because it acts as an umbrella and brings thinking together in one place – described as a 'compendium' None of the agendas are new to the North East</td>
</tr>
<tr>
<td><strong>Description of track record</strong></td>
<td>Preferred adjective to describe the track record is 'proven'. The University of Chester works nationally as well as locally and regionally and much of its successes relate to bidding competitively and working at a national level. The Centre for Work Related Learning has grown into a Faculty over an eight year period (2000-2008)</td>
<td>Successful from a zero base in 7 years. 1st wbl student in 2001 – to a 1000 students on negotiated wbl today. Evidenced by the Learning through Work (LTW) programme</td>
<td>Description of employer engagement as increasingly successful, but hard work. Perhaps a misconception that people think it is easy in the NE. Assisted by a strong regional collaborative framework/commitment to tackle issues related to employer engagement, wbl and wr.</td>
</tr>
<tr>
<td><strong>How Employer needs are gauged</strong></td>
<td>Proactive approach across the three strands for: - public services - business &amp; growth - individual learning &amp; development Achieved through negotiation and building on relationships with high profile clients in the public sector and nationally (e.g. The Cabinet Office, the NHS and the private sector (e.g. Lloyds TSB, BT).</td>
<td>Recognition of addressing business needs – a credible model with a focus on: - Individual benefit (achievement) - Organisational benefit (to assist competitiveness) - Accreditation benefit (organisational/HEI kitemark)</td>
<td>Over a period of time relational activity with employers has been built up. Successes breed success. A proactive approach, but increasingly employers are understanding more about FECs/HEIs in the North East</td>
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<td><strong>Employer/Employee Led</strong></td>
<td>Chester employs both strategies – views that you can't have the one without the other</td>
<td>Both, but absolutely adamant that there would be no employer engagement without work based learners. The learner and their needs are paramount</td>
<td>Examples of both aspects. Works particularly through cohorts of students. A mature understanding by employers of the HEI's philosophy based on mutual respect.</td>
</tr>
<tr>
<td><strong>One headline: (1) success</strong></td>
<td>A government department contract achieved after competitive bid. Joint development with the department of a professional programme for frontline service benefits and the opportunity to deconstruct/construct new training</td>
<td>(1) 30 credit courses with medium sized companies that fits into the financial year and doesn’t involve over-commitment. Over 50% of awards like that</td>
<td>(1) Examples of two contrasting models given where flexibility and accommodating the organisational need took place through the HEI framework for learning (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(2) Not a mutual</td>
</tr>
<tr>
<td>(2) challenge in Employer Engagement</td>
<td>programme Working with ‘not-for-profit’ organisations in devising training needs where the ‘centre’ may not have control over the network in a practical way, e.g. individuals who form a voluntary workforce)</td>
<td>(2) Perhaps working with corporates with a well-developed training department where their custom and practice in delivery is embedded/ not always a sharing of common view</td>
<td>expectation or understanding in laying on an event for engineering firm seeking potential recruits in a skills shortage area</td>
</tr>
<tr>
<td>Quality Assurance Mechanisms</td>
<td>All programmes are quality assured and this is an important component for employers and for learners.</td>
<td>Robust QA is an absolutely non-negotiable requirement View that ‘business can deliver quickly’ is a myth, although acknowledgement that it can be off-putting if everything in an HEI has an 18 month cycle. Derby has in place a validated framework that allows for a quicker response/timeframe Need to stop thinking that the 3 year programme as the ‘gold standard’.</td>
<td>Discussion about the distinction between FE and HE quality assurance systems. The former more embedded on a national basis and system of internal verification, that doesn’t fit neatly with the HE system. From the employer’s perspective there may be distinctions between and FE and HE system. The requirement for external examiner expertise in understanding the language of work-based learning. Discussions on the quality assurance life cycle and the flexibility at Middlesex, whilst quality is paramount.</td>
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<td>Different responses to employer need, accreditation of in-house programmes/apl/bespoke tailored courses/recognised vocational learning + bite sized, professional courses</td>
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<td>Offer includes a range of responses to accommodate workforce development and to meet employee learner need</td>
<td>Flagship programmes: negotiated wbl RAL applying to accreditation of employers ‘in-house’ programmes Working in partnership on bespoke programmes Encouragement of learners to take Foundation Degrees Professional courses offered flexibly</td>
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<td>Innovative processes to assess wbl/wrl</td>
<td>Of particular notes is the E-APEL project</td>
<td>Learner ‘advisors’ are appointed when students enrol and remain with that person until they graduate. Module tutors also interact, but the lynchpin is the ‘advisor; Balance of keeping within a ‘timeframe’ against deferral. Deferral allowed once without cost, second time need to know the reasons and allowance of up to 12 years for undergraduate and 5 years for postgraduate. Existence of a VLE to support learners – everything updated each</td>
<td>Work-based studies degree (formerly called negotiated learning scheme); employer engagement projects (funded by lsc, esf etc); Teesside Business School adopting a policy of responding to company demand and being business facing; engaging actively with pathfinder initiative and lifelong learning network (NEHSN); adopted an institution wide workforce development strategy; successfully made a large bid to SDF for</td>
</tr>
<tr>
<td><strong>Experience of assessing APL/AP(E)L</strong></td>
<td>APL and AP(E)L routinely applied as part of negotiated learning programmes and work-based learning.</td>
<td>APL and AP(E)L available in all work-related programmes. The particular challenge of ‘amount’ of AP(E)L and the indicators that could be applicable to its application is a particular concern. The idea of ‘level’ is now more universally understood and being applied.</td>
<td>Commonly understood ‘Recognition and Accreditation of Learning’ (RAL) Available in all work-related programmes A range of ways in which it is used. All programme have a policy, but in practice a better ‘hit’ rate where there are new programmes</td>
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<td><strong>Flexibility: pace, place, mode</strong></td>
<td>Acknowledgement that these are fundamental to workforce development, work-based learning and employer engagement.</td>
<td>All of these factors are employed, and building up from experience a template of what works best</td>
<td>An underpinning feature and recognition that leaner time might be limited, it has to be negotiated and allowances made impact of technology and electronic communication has made more things possible.</td>
</tr>
<tr>
<td><strong>Frameworks</strong></td>
<td>Learning framework</td>
<td>An integrated learning framework</td>
<td>Learning Framework</td>
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<tr>
<td><strong>Anything else</strong></td>
<td>Some discussion about the resource implications for work-based learning Different way of running a Faculty compared to the rest of the University.</td>
<td>The requirement to invest time/effort to build relationships with employers. After first contact with a company sometimes 2 or 3 years can lapse before any delivery takes place – the company has to be ready to go ahead. Employers can offer a good deal to the university, too – it is a reciprocal relationship.</td>
<td></td>
</tr>
<tr>
<td><strong>Key theme coming through</strong></td>
<td>Tremendous potential for growth and the unfolding pedagogy and way of working for higher education</td>
<td>Paramount importance of the needs of the work based learner and only through them comes the employer engagement</td>
<td>Embedded philosophy of flexibility; the way of thinking about wbl/learners is embedded in the institution with wbl not thought of as ‘different’</td>
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**APPENDIX 2.A**

**GRID OF COMPARATIVE MODELS**

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<td>Successful from a zero base in 7 years. 1st wbl student in 2001 – to a 1000 students on negotiated wbl today. Evidenced by the Learning through Work (LTW) programme</td>
<td>A strong track record of employer engagement through work-based learning for many years (1993) – also as a field of study and not just a mode of learning. Demonstrable leader in the field through Centre for Excellence in Teaching and Learning in Work Based Learning</td>
<td>Description of employer engagement as increasingly successful, but hard work. Perhaps a misconception that people think it is easy in the NE. Assisted by a strong regional collaborative framework/commitment to tackle issues related to employer engagement, wbl and wlr.</td>
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<td>Proactive approach across the three strands for: - public services - business &amp; growth - individual learning &amp; development Achieved through negotiation and building on relationships with high profile clients in the public sector and nationally (e.g. The Cabinet Office, the NHS and the private sector (e.g. Lloyds TSB, BT).</td>
<td>Recognition of addressing business needs – a credible model with a focus on: - Individual benefit (achievement) - Organisational benefit (to assist competitiveness) - Accreditation benefit (organisational/HEI kitemark)</td>
<td>Range of different models, but common for Middlesex to start with the organisation when engaging employers – proactivity in seeking out employer needs, assisted by funding and national recognition in this area</td>
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<td>Chester employs both strategies – views that you can’t have the one without the other</td>
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<td>(1) Leadership and Management FD with a large telecommunications company. The success is such that they are now looking for a training provider in Bristol</td>
</tr>
</tbody>
</table>

(1) Examples of contrasting models given where flexibility and accommodating the organisational need took place through the HEI framework for learning

(2) challenge

(2) Examples of both and without the other

(1) Examples of both and without the other

(2) Examples of both and without the other
### Employer Engagement

- Benefits and the opportunity to deconstruct/construct new training programme
- Working with 'not-for-profit' organisations in devising training needs where the 'centre' may not have control over the network in a practical way, e.g. individuals who form a voluntary workforce

### Quality Assurance Mechanisms

- All programmes are quality assured and this is an important component for employers and for learners
- Robust QA is an absolutely non-negotiable requirement
- View that 'business can deliver quickly' is a myth, although acknowledgement that it can be off-putting if everything in an HEI has an 18 month cycle
- Derby has in place a validated framework that allows for a quicker response/timeframe
- Need to stop thinking that the 3 year programme as the 'gold standard'

### Different responses to employer need, accreditation of in-house programmes/APL/bespoke tailored courses/recognised vocational learning + bite sized, professional courses

- Offering flexibility and relevance to the world of work through a variety of employer and employee learner focused programmes
- Offer includes a range of responses to accommodate workforce development and to meet employee learner need
- Flagship programmes: negotiated wbl
- RAL applying to accreditation of employers 'in-house' programmes
- Working in partnership on bespoke programmes
- Encouragement of learners to take Foundation Degrees
- Professional courses offered flexibly

### Innovative processes to assess wbl/wrl

- Of particular notes is the E-APEL project
- Learner 'advisors' are appointed when students enrol and remain with that person until they graduate. Module tutors also interact, but the lynchpin is the 'advisor'; Balance of keeping within a 'timeframe' against deferral. Deferral allowed once without cost, second time need to know the reasons and allowance of up to 12 years for undergraduate and 5 years for post-

### Discussion about the distinction between FE and HE quality assurance systems

- The former more embedded on a national basis and system of internal verification, that doesn't fit neatly with the HE system. From the employer's perspective there may be distinctions between FE and HE system. The requirement for external examiner expertise in understanding the language of work-based learning.
- Discussions on the quality assurance life cycle and the flexibility at Middlesex, whilst quality is paramount.

### Noted that existing quality procedures can be used intelligently, e.g. validating a 'shell-like; empty framework

### Acknowledged as of paramount importance. Maintaining the benchmark of Higher Education quality.
- However, the point was made that it has to be rigorous but it is no use if it feels to the employer that the 'tail is wagging the dog!!'

- Noted that existing quality procedures can be used intelligently, e.g. validating a 'shell-like; empty framework

### All of the responses mentioned are employed in the North East.
- Striking a balance of not re-inventing the wheel (but also not selling existing inappropriate provision).
- The importance of being prepared to alter, amend and listen.
- Utilising blended learning
| Experience of assessing APL/AP(E)L | APL and AP(E)L available in all work-related programmes. The particular challenge of ‘amount’ of AP(E)L and the indicators that could be applicable to its application is a particular concern. The idea of ‘level’ is now more universally understood and being applied. | Commonly understood ‘Recognition and Accreditation of Learning’ (RAL) Available in all work-related programmes A range of ways in which it is used. All programme have a policy, but in practice a better ‘hit rate’ where there are new programmes | Utilised and understood by those engaged in work-based learning, although difficulties of gauging ‘amount’ noted compared to gauging ‘level’. Point made that while APL/AP(E)L is useful, most academics are slow to use it or trust it or be interested |
| Flexibility: pace, place, mode | Acknowledgement that these are fundamental to workforce development, work-based learning and employer engagement. All of these factors are employed, and building up from experience a template of what works best | An underpinning feature and recognition that learner time might be limited, it has to be negotiated and allowances made Impact of technology and electronic communication has made more things possible. | Models employed include working flexibly on and off campus, using online/blended learning, evening delivery. Working during the standard term/semester or during the summer |
| Frameworks | Learning framework An integrated learning framework | Learning Framework Learning Framework |
| Anything else | Some discussion about the resource implications for work-based learning Different way of running a Faculty compared to the rest of the University. | The requirement to invest time/effort to build relationships with employers. After first contact with a company sometimes 2 or 3 years can lapse before any delivery takes place – the company has to be ready to go ahead. Employers can offer a good deal to the university, too – it is a reciprocal relationship. |
| Key theme coming through | Tremendous potential for growth and the unfolding pedagogy and way of working for higher education | Paramount importance of the needs of the work based learner and only through them comes the employer engagement | Embedded philosophy of flexibility: the way of thinking about wbl/learners is embedded in the institution with wbl not thought of as ‘different’ Customer care and particularly work in leadership and management skills at all levels |
APPENDIX 3.A  Project Summaries (please note, these summaries have been cut and pasted directly from the HEFCE submissions)

Aston University

This project aims to build on Aston University’s proven success in developing FD programmes with strong employer engagement by establishing a dedicated Foundation Degree Centre (FDC). The Centre will coordinate the development and delivery of FD programmes across the University, and will enable Aston to rapidly scale-up its capacity and capability to deliver higher level skills training and at the same time increase industry-based student numbers through employer-led programmes.

This exciting initiative builds on Aston’s new “Balanced Mission” strategy to develop centres of excellence in research, teaching and learning and to deliver community engagement through innovative support for local regeneration, working with schools and enhanced employer responsiveness. It will position the University as a leading centre for the development and delivery of FD programmes in close collaboration with existing and new industrial, educational and training partners.

The FDC will enhance Aston’s existing strengths and expertise in the delivery and assessment of flexible and distance learning, with particular focus on developing techniques for the delivery and assessment of work-based learning, and will involve the expansion of the University’s strengthening FE links.

The FDC aims to increase Aston’s FD student population from 29 in 2006/07 to more than 400 by the fourth year (2009-10).

De Montfort University

The project aims to make higher-level education more accessible to business, especially for those employed in small to medium sized enterprises (SMEs). DMU is already working with many large employers and has extensive and innovative knowledge transfer activities with SMEs. This project aims to increase the demand for tailored and flexible courses that will help SMEs to grow and prosper.

The main goals of the project are to: (a) engage with employers and employees to identify their workforce and career development needs; (b) tailor courses to meet these needs on a co-funded basis; (c) deliver the courses using a ‘blended learning’ approach and (d) provide progression to related programmes.

The resulting suite of small-scale programmes will develop a range of ‘graduate attributes’ in workplace learners, linking training and education, integrating intellectual theory with operational practice; and combining work-based pragmatism with academic rigour.

Edge Hill University

In partnership with the Local Authorities: Lancashire, Cheshire, Wirral, Knowsley, Shropshire and the Greater Merseyside and West Lancashire Lifelong Learning Network, the project aims to:

- engage employers and work with them to identify the training needs of the Children’s Workforce strands and make available flexible and accredited education and training opportunities, which fit within the Integrated Qualifications Framework (IQF);
• improve the up-take of education, training and professional development in the workplace and consequently increase the number of learners studying at level 4 and beyond;

• have impact on the workforce and ultimately children’s achievements and well-being;
• widen participation and access and improve opportunities for lifelong learning;
• enhance the contribution of Higher Education to the economy and society.

The project is focused on the change agenda and support of the Children’s Workforce in the context of Every Child Matters. The aim of the Every Child Matters strategy is to enable all children to reach their potential, contribute to society and be equipped for the workplace in safety and in good health, at school and at home, is fundamentally sound but the challenge lies very much in the execution.

Harper Adams University College

The University College has developed a series of accredited programmes with a range of employers and other organisations with links to the land-based sector. These include:

• The Animal Medicines Training Regulatory Authority (AMTRA), to develop a national programme for Suitably Qualified Persons - the only people other than veterinary surgeons and pharmacists who can prescribe and supply animal medicines;

• BASIS Registration Ltd, to deliver a number of modules, including Crop Protection, Soil and Water Management, Conservation Management and Plant Protection;

• Management Development Services (MDS), to deliver a ground-breaking Postgraduate Certificate in Food and Fresh Produce management for graduate trainees in the fresh produce sector;

• Marks and Spencer, to train and assess auditors to fulfil their role with M&S’s new Code of Practice – Field to Fork – and ensure consistent implementation of the new standards.

At the same time, the University College is using development funding from HEFCE to introduce on line registration and assessment, as well as making available learning resources in an electronic format, to work-based learners.

Kingston University

The KUBIS project will work with stakeholders and local SMEs to develop workbased learning opportunities for employees in the manufacturing sector. Stakeholders include the Manufacturing Advisory Service, the National Skills Academy for Manufacturing, the TUC and the South East Lifelong Learning Network.

The learning opportunities created will:

• Be accessible to employees with few formal qualifications, but a wealth of workbased knowledge
• Utilise innovative, learning contract approaches to workbased learning, making it relevant to the learner’s everyday work experience

• Be the product of dialogue with employers from the outset, to ensure that the programme of education addresses business needs

• Use innovative, web 2.0 social software tools and approaches to create workbased learning communities and provide e-learning support for learning contracts

• Provide e-based scaffolding for learners’ workbased studies to empower them to utilise the learning resources and communities enabled by the Internet.

• Be delivered by workbased, distance e-learning, so will be flexible as to time, place and content

• Offer a flexible, workbased learning escalator from Foundation Degree to Masters level

After piloting the programme KUBIS will disseminate the findings of this innovative initiative to the Business and HE communities.

London South Bank University

1. The Employer Engagement Unit (EEU) is a multi-disciplinary team working across faculty and departmental boundaries to stimulate and support employer engagement.

2. The primary aim of the EEU is to achieve delivery of additional employer co-funded students, whilst promoting the University's Employer Engagement Strategy and all forms of employer engagement activity.

3. The University's Careers Service is being re-positioned to provide an interface between employers and academics, with additional Careers Advisors attached to the EEU; whilst the Unit will provide a first point of contact for employers and resources to ease them through the bureaucracy hitherto associated by employers with dealing with universities.

4. The EEU will assist employers develop a sound business case to support engagement with Higher Education, whilst providing a brokerage service for needs which HE cannot meet.

5. The EEU has resources to buy-out academic's time, enabling them to work directly with employers to develop bespoke provision which addresses individual or sectoral business needs, thereby creating the value-added element that justifies employer co-funding. The Unit also has capacity to assist with accreditation of prior learning achievements and of employers’ own training provision.

6. The EEU will provide resources to assist academics create dynamic content for work-based learning delivered or supported via a VLE.
School of Lifelong Learning, Coventry University

This project centres on the delivery of a learning programme – The Capability Improvement Programme - for middle managers in large employers which enables them to both benchmark their competence and develop future capability and potential. As a result of completing the year long learning programme participants will achieve an NVQ (at level 3 or 4) in a relevant occupational area or prepare evidence of benchmarking against organisational standards such as the NHS Knowledge and Skills Framework. They will also gain a Certificate of Lifelong Learning (Capability Improvement) which is a level 1 HE programme.

The Capability Improvement Programme supports organisational development for each employer involved. Learning is delivered and assessed by a university Learning and Development Consultant who is on site at the employer for the majority of the week. Learning is customised around critical incidents from each employer and is delivered at work/in work reducing the necessity for time off the job.

In its first year of delivery the programme has recruited approximately 260 students working with four large employers.

University of Bedfordshire

Knowledge Club (K-club) is an Employer’s Club for SMEs based on a subscription model aimed at the development of skills and competitiveness – an accessible, sustainable learning environment to engage employers and their employees with accredited HE short course/CPD provision within a scaleable sub-regional framework. The pilot will enhance the University’s existing innovation and knowledge transfer offering through the provision of high quality CPD and Accreditation Services.

Based around the Knowledge Hub brand, the K-club pilot realigns existing resource and partnerships to create an environment focusing on growth, innovation and competitiveness.

The project targets SMEs in five specific sectors: ICT, Media and Creative industries, Financial and Business Services, Tourism, Leisure & Heritage and Manufacturing and advanced engineering. These sectors map to EEDA priority sectors, key areas of the Luton City growth programme, Knowledge Network sector groups and strengths of University faculties, the M1 Knowledge Exchange and network groups such as MediaCentric.

SMEs that become K-club members will gain access to a range of integrated provision. From this provision they can select services at the time they need them. The focus will be on the competitive edge companies need through trained staff current, market and competitor intelligence and networking.

University of Bradford

The University is seeking to make a major shift in the delivery of academic credit bearing courses based on employer needs. The key culture shift addressed by Escalate is to build on the existing excellent graduate employment achievements that are an integral part of Bradford’s provision and to focus on developing provision for those already in the workplace. This requires a shift in the academic framework across the University so that it becomes more focused on part-time provision; reflecting the principles of negotiations over pace, length, curriculum content and
delivery models. A significant task for Escalate will be to address creative ways of providing learner support to a very different group of learners.

Escala te will be based on establishing an effective partnership between key employers and the University as a means of contributing to the upskilling of the workforce for the challenges today and in the future.

Initially Escalate will work with a number of large public sector bodies and then roll out the programme to the private sector and SMEs in which the partners commit to become Learning Organisations.

University of Chester

The University of Chester has been awarded circa £1 million and a minimum of 270 additional student numbers by the HEFCE to support a 3 year Employer Engagement Project (LEEP). Based within the Cheshire & Warrington LLN this institution will engage employers whilst widening participation. The University of Chester is nationally recognised as having expertise in the delivery of work-based learning, this project aims to utilise this, and the unique strengths of other partners to deliver curriculum tailor made to the needs of employers.

Our current partners are;

Reaseheath College who have a CoVE in Food Technology and will deliver programmes of learning specific to this skills sector.

Total People a Private Training Provider with a wide network of established relationships with employers including SME’S, who will act as a conduit for engaging the University in assessing training needs and delivering bespoke HE level provision and

Value Projects, a private consultancy who also specialise in the delivery of work based learning.

The aim of this initiative is to identify, create and validate ‘missing’ sector skills specific provision at Higher Education level 4 and above. To develop new programmes designed in partnership with employers. This innovative approach will also include the validation of employers’ in house training and the encompassing of professional qualifications into HE curriculum.

The project employs Employer Engagement Officers (EEO) who are based out in the field working with employers to identify learning/training needs, supported by Employer Curriculum Development Officers based in the University whose role is to develop curriculum to suit the needs identified and assure validation and quality assurance.

University of Derby

The aim of this SDF proposal is to enable UoD to make a step-rise in its capacity for employer engagement and fully exploit its proven flexible frameworks for responsive, customised skills development and lifelong learning.

More employers, including those in sectors with no tradition of HE, will be engaged though a continuum of opportunities to develop a highly skilled workforce underpinned by UoD’s flexible framework for bespoke and shorter awards.
Credit accumulation, APEL and accreditation of in-house learning will be key elements of the offer to reach out to potential new learners in the workplace including adults in the workforce choosing to return to education.

Specifically, the 3 complementary objectives of this SDF proposal are to:

1. Establish a new single mission business model for employer engagement to result in more HE programmes in partnership with employers
2. Create a well respected and supported academic career pathway in employer engagement
3. Create a purpose built facility for services to employers that meets the standards required by business clients

**University of Hertfordshire**

The aim of the University of Hertfordshire’s (UHEvolution) project is to drive the University's ambition to be ‘a new model of a university through far-reaching engagement with business’. Forging stronger links between businesses and universities will provide significant benefits for both sectors, and will help drive up UK productivity and competitiveness.

The Strategic Plan builds on the University’s success in working with business and with employers and clearly defines how the University is differentiated in the higher education sector and how to respond to the current higher education environment.

The UHEvolution project has been set up to help everyone involved with the University in effectively engaging with, understanding, implementing and responding to the challenges outlined in the Strategic Plan. The six interrelated projects, each addressing specific needs are:

- **UHExcel** – To provide ongoing people development for businesses and alumni
- **UHFit for Future** – To deliver flexibility and responsiveness in processes and systems
- **UHInnovative Solutions** – To stimulate enterprise
- **UHInvest** – To invest in ideas, innovation and potential
- **UHMindset** – To embed a business-facing culture
- **UHTalent** – To empower clients to succeed in their career and recruitment needs

**University of Leicester**

The University of Leicester proposal is to further develop a significant Employer Engagement function and culture within the University. Its aim is to enable the University of Leicester to respond to the skills needs of employers and to contribute to the skills base of the region and beyond.
The University of Leicester has demonstrated a certain level of success in working with employers. Additional funding to support this proposal will add value by providing resources to allow the University to make a step-change in the way it is able to respond to the needs of employers and consequently contribute to increasing skills.

This project has four key aims: -

- To provide work-based learners with access to high quality, up to date learning in order to enhance their skills, employability and reach their potential.

- To provide employers with an interface capable of meeting a variety of needs and problems such as the development of employer led provision and access to high quality problem-based research.

- To contribute to the region's economy by responding to our employers skills needs.

To provide an initial contact point for employers to communicate with the University, which can facilitate a timely and appropriate response to employer needs.

University of Salford

The aim of the project is to act as a catalyst in bringing transformational change to traditional modes of Teaching and Learning provision in the UK Higher Education sector. The project will build on the significant areas of knowledge, expertise and range of experience in both engaging with employers and the development of curricula to meet employer needs and demand which is evident across the University. It will explore the current barriers to the development of Workplace Learning provision both on the supply and demand sides and propose practical solutions which will act as key enablers to growth. The project will focus on five key areas where our experience and analysis of these instances has identified a number of barriers. The project will address these as key enablers to development. They include: Financial; Quality Assurance and Accreditation; Information Systems and Processes; E-learning and Staff Development.

University of the Arts London

The aim of the project is to facilitate creative industries employers involvement in the design and development of work-based programmes to address knowledge and skills gaps in creative enterprise and entrepreneurialship. Specifically this will focus on developing:

- A means of career entry for non-traditional entrants (BME/economically disadvantaged).

- Opportunities for upskilling existing employees to enhance their effectiveness and realise the greater potential of the sector.

To overcome the structural difficulties of engaging with SME employers in this sector this project will utilise consortia and a steering group to design and deliver programmes of learning. Outputs from the project will inform the development of work-based learning in the creative industries, but also contribute to the wider understanding of the management of employer engagement by providing:
• An evaluation of the most appropriate delivery structure

• An assessment of the effectiveness of consortia as means of engaging with employers.

• Developing a methodology for valuing the in kind support of employers to developing and delivering these programmes

• The use of National Occupational Standards
• An evaluation of the suitability of this provision for new entrants, existing volunteers, the employed and self-employed.

Testing of market price and value to employers
Appendix 4.A

Key Statistics

<table>
<thead>
<tr>
<th></th>
<th>Kent and Medway</th>
<th>%</th>
<th>South East</th>
<th>%</th>
<th>England</th>
<th>%</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>1,621,000</td>
<td>-</td>
<td>8,164,000</td>
<td>-</td>
<td>50,431,700</td>
<td>-</td>
<td>Mid-year population estimate 2005</td>
</tr>
<tr>
<td>Working Age Population (%</td>
<td>1,002,100</td>
<td>61.9</td>
<td>5,119,200</td>
<td>62.7</td>
<td>31,318,100</td>
<td>52.1</td>
<td>Mid-year population estimate 2005</td>
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<tr>
<td>Minor or Ethnic Groups (% total population)</td>
<td>54,320</td>
<td>3.5</td>
<td>391,630</td>
<td>4.9</td>
<td>4,459,470</td>
<td>9.1</td>
<td>2001 census</td>
</tr>
<tr>
<td>Economically Active (% working age population)</td>
<td>772,200</td>
<td>80.6</td>
<td>4,078,800</td>
<td>92.2</td>
<td>23,053,500</td>
<td>78.4</td>
<td>Annual population survey Jan-Dec 2005</td>
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<tr>
<td>In Employment (% working age population)</td>
<td>737,300</td>
<td>77.1</td>
<td>3,920,600</td>
<td>75.0</td>
<td>22,776,000</td>
<td>74.6</td>
<td>Annual population survey Jan-Dec 2005</td>
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<td>Gross Value Added £ per head 2002 (% of UK GVA)</td>
<td>12,371</td>
<td>81</td>
<td>16,758</td>
<td>110</td>
<td>15,273 (UK)</td>
<td>100</td>
<td>Region in Figures 2005</td>
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<td>Business Stock</td>
<td>62,510</td>
<td>-</td>
<td>361,520</td>
<td>-</td>
<td>1,973,940</td>
<td>-</td>
<td>Annual Business Inquiry 2004</td>
</tr>
<tr>
<td>VAT Businesses (% change from stock at start of year)</td>
<td>46,300</td>
<td>+0.3</td>
<td>297,130</td>
<td>+0.0</td>
<td>1,553,890</td>
<td>+0.2</td>
<td>VAT registrations/de-registrations 2004</td>
</tr>
<tr>
<td>NVQ Level 3 and higher (% working age population)</td>
<td>430,500</td>
<td>46.0</td>
<td>2,532,200</td>
<td>51.0</td>
<td>14,239,900</td>
<td>45.6</td>
<td>Local Labour Force Survey Oct-Dec 2005</td>
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<td>No qualifications (% working age population)</td>
<td>123,100</td>
<td>12.9</td>
<td>500,100</td>
<td>10.1</td>
<td>4,292,100</td>
<td>14.1</td>
<td>Local Labour Force Survey Oct-Dec 2005</td>
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<tr>
<td>13 year olds achieving Level 2 (% 19 year olds)</td>
<td>14,375</td>
<td>69.5</td>
<td>72,710</td>
<td>74.5</td>
<td>431,760</td>
<td>69.8</td>
<td>Matched Administrative Data Set</td>
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<tr>
<td>13 year olds achieving Level 3 (% 19 year olds)</td>
<td>9,530</td>
<td>46.1</td>
<td>51,880</td>
<td>53.2</td>
<td>283,780</td>
<td>45.9</td>
<td>Matched Administrative Data Set</td>
</tr>
<tr>
<td>Adults achieving Level 2 or higher (% working age population; 16-50F/16-64M)</td>
<td>630,050</td>
<td>69.0</td>
<td>3,505,000</td>
<td>70.8</td>
<td>20,274,000</td>
<td>66.5</td>
<td>Annual population survey Jan-Dec 2005</td>
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<td>Adults achieving Level 2 or higher (% economically active population; 16-50F, 16-64M)</td>
<td>620,830</td>
<td>65.0</td>
<td>2,923,900</td>
<td>74.0</td>
<td>15,660,000</td>
<td>71.5</td>
<td>Annual population survey Jan-Dec 2005</td>
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<tr>
<td>Skills for Life 2004 to 2007 (% 2007 Target)</td>
<td>16,030</td>
<td>90</td>
<td>88,870</td>
<td>89</td>
<td>706,400</td>
<td>96</td>
<td>LSC</td>
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</table>

UK workforce by age, 2005 – UK Sector Skills Almanac 2007
Table 1.11: Proportion of workforce aged over 45 (% of total)

<table>
<thead>
<tr>
<th>Sector</th>
<th>% over 45***</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, hunting, forestry, fishing</td>
<td>50</td>
<td>(1)</td>
</tr>
<tr>
<td>Mining and quarrying</td>
<td>48</td>
<td>(3)</td>
</tr>
<tr>
<td>Food, drink and tobacco</td>
<td>37</td>
<td>(20)</td>
</tr>
<tr>
<td>Textiles and textile products</td>
<td>44</td>
<td>(5)</td>
</tr>
<tr>
<td>Wood, pulp and paper products</td>
<td>39</td>
<td>(13)</td>
</tr>
<tr>
<td>Publishing, printing and reproduction of recorded media</td>
<td>39</td>
<td>(14)</td>
</tr>
<tr>
<td>Coke, petrol, nuclear fuel, chemicals, rubber, plastics, glass, ceramics and cement</td>
<td>38</td>
<td>(16)</td>
</tr>
<tr>
<td>Basic metals and fabricated metal products</td>
<td>46</td>
<td>(4)</td>
</tr>
<tr>
<td>Machinery, electrical and optical equipment</td>
<td>42</td>
<td>(9)</td>
</tr>
<tr>
<td>Transport equipment</td>
<td>40</td>
<td>(11)</td>
</tr>
<tr>
<td>Furniture, jewellery, musical instruments, sports goods, games and toys, recycling</td>
<td>37</td>
<td>(19)</td>
</tr>
<tr>
<td>Electricity, gas, water supply</td>
<td>34</td>
<td>(23)</td>
</tr>
<tr>
<td>Construction</td>
<td>37</td>
<td>(18)</td>
</tr>
<tr>
<td>Sale, maintenance and repair of motor vehicles, fuel retail</td>
<td>35</td>
<td>(22)</td>
</tr>
<tr>
<td>Wholesale trade</td>
<td>41</td>
<td>(10)</td>
</tr>
<tr>
<td>Retail trade</td>
<td>31</td>
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<tr>
<td>Hotels, restaurants</td>
<td>24</td>
<td>(27)</td>
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<tr>
<td>Transport</td>
<td>44</td>
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<td>Post and telecommunications</td>
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<tr>
<td>Financial services</td>
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<td>(26)</td>
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<td>Real estate, renting and research and development</td>
<td>43</td>
<td>(8)</td>
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<tr>
<td>Computer and related activities</td>
<td>25</td>
<td>(25)</td>
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<tr>
<td>Law, accounting, architecture and other business activities nec</td>
<td>39</td>
<td>(12)</td>
</tr>
<tr>
<td>Public admin and defence; compulsory social security</td>
<td>39</td>
<td>(15)</td>
</tr>
<tr>
<td>Education</td>
<td>49</td>
<td>(2)</td>
</tr>
<tr>
<td>Health and social work</td>
<td>44</td>
<td>(6)</td>
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<tr>
<td>Community social, personal service activities</td>
<td>37</td>
<td>(21)</td>
</tr>
<tr>
<td>Whole economy</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

***Percentages have been rounded, but rankings reflect accurate values
Source: LFS (2005)
Appendix 4.B

Offer of courses by Colleges under Train to Gain or Employer Engagement Initiatives

Canterbury College offer programmes in the following areas:

- NVQ 2 Health & Social Care
- NVQ 2 Children’s Care, Learning and Development
- NVQ 2 Playwork
- NVQ 2 Cleaning and Support Services
- ITQ Level 2
- NVQ 2 Business Administration
- NVQ 2 Customer Services
- NVQ 2 Team Leading
- NVQ 2 Retail Operations
- NVQ 2 Vehicle Maintenance and Repair
- NVQ 2 Performing Engineering Operations
- NVQ 2 Food and Drink Service
- NVQ 2 Food and Drink Manufacturing Operations
- NVQ 3 Health & Social Care
- NVQ 3 Children’s Care, Learning and Development
- NVQ 3 Vehicle Maintenance and Repair
- Accounting Apprenticeships
- Brickwork Apprenticeships
- Business Administration Apprenticeships
- Care Apprenticeships
- Carpentry and Joinery Apprenticeships
- Customer Service Apprenticeships
- Electrical Installation Apprenticeships
- Fabrication and Welding Apprenticeships
- Motor Vehicle Apprenticeships
- Plumbing Apprenticeships
- Veterinary Nursing Apprenticeships

Hadlow College offer programmes in the following areas:

- NVQ Level 1 Agriculture
- NVQ Level 2 Agricultural Livestock Production
- NVQ Level 3 Agricultural Crop Production
- NVQ Level 3 Agricultural Livestock Production
- NVQ Level 2 Agricultural Crop Production
- NVQ Level 2 in Horse Care
- NVQ Level 3 in Horse Care and Management
- NVQ Level 1 Horticulture
- NVQ Level 2 Production Horticulture
- NVQ Level 3 Amenity Horticulture (Sports Turf)
- NVQ Level 2 Amenity Horticulture (Sports Turf)
• NVQ Level 3 Production Horticulture
• NVQ Level 3 Amenity Horticulture (Landscape)
• NVQ Level 2 Amenity Horticulture (Landscape)
• NVQ Level 3 Retail Operations
• NVQ Level 3 Customer Service
• NVQ Level 2 Retail Operations
• NVQ Level 2 Customer Service

Mid Kent College offers programmes in the areas of:

• City & Guilds 7302 Certificate
• Stress Management
• Improving Communications
• Improving People Management Skills
• Staff Appraisal Skills
• Marketing your Business
• Minute Taking
• Databases for Beginners
• A1 Assessor Award
• Learning & Development Level 3
• IT Basics
• NVQ 3 Business Administration
• Introduction to the Internet
• Excel Introduction
• Technical Award in Sale of Residential Property
• Tech Award in Res. Letting & Property Management
• 1 Day Time Management Course
• V1 Verifier Award
• NVQ ITQ Practitioners
• NVQ ITQ IT User
• Learning & Development Level 4
• MS Excel 2002 Advanced 1 Day Course
• MS Excel 2002 Intermediate 1 Day Course
• Project 2000 basic
• ILM Level 3 Certificate in First Line Management
• ILM Level 3 Intro Certificate in First Line Management
• ILM Level 2 Certificate in Team Leading
• ILM Intro Certificate in Team Leading
• Intro to Microsoft Outlook
• Word Introduction
• Word Intermediate
• Essential IT for Small Business
• Access Introduction
• Access Intermediate
• Access Advanced
• PowerPoint Advanced
• PowerPoint Intermediate
• Word Advanced
• Outlook Intermediate
• Medical Terminology
• The with IT PA
• Organising meetings

**Creative Arts and Service Industries Division**

• Foundation Food Hygiene
• Face to Face with Customers
• Telephone & Communication Techniques
• NVQ Level 2/3 in Customer Service
• Attitude is Everything
• Call Centre - what's the difference?
• Intermediate Food Hygiene
• Healthier School Meals
• Artificial Nail Techniques
• Level 2 National Certificate for Personal Licence Holders
• Level 2 National Certificate for Door Supervisors

**Health & Safety**

• 1 Day Appointed Person
• Abrasive Wheels
• Basic Fire Awareness
• Foundation Certificate in Health and Safety
• COSHH Assessor
• Display Screen Equipment
• Defibrillation CPR
• Fire Marshall Training
• First Aid at Work
• First Aid Early Years
• Fork Lift Truck Novice
• Fork Lift Truck Previously Certificated
• Health & Safety for Call Centres
• Health & Safety Management
• Institute of Occupational Health and Safety Managing Safety
• Level 2 NVQ in Stevedoring
• Level 3 Electrical Installations
• Manual Handling
• NEBOSH Certificate Modules
• NEBOSH General Certificate
• NVQ Occupational Health and Safety Level 3
• NVQ Occupational Health and Safety Level 4
• Overhead Crane Safety
• Portable Appliance Testing
• Risk Assessment
• Safe Lifting - Train the Trainer
• Safe Release of Passengers from Lifts
• Workplace Stress

**Construction & Engineering**
• 2 Day Regulations Up-date
• AutoCAD
• Building Regulations Update
• City & Guilds Inspection, Testing & Certificates of Electrical Installations
• Site Management Safety Training Scheme
• Site Management Safety Training Scheme 2
• Direct Membership Examination Course
• Housing Maintenance Repair
• National Certificate in Housing
• Retail DIY
• Setting Out Course
• Special Skills Training for Site Managers
• Training & Development NVQ Level 3

North West Kent College offers courses in:

THE HALL TRAINING CENTRE PROGRAMMES

• Refrigeration Appreciation
• Basic Refrigeration
• Safe Handling of Refrigerants) CFCs, HCFCs, HFCs/Blends & HCs (City & Guilds 2078 1 & 2)
• Practical Refrigeration CFCs, HCFCs, HFCs/Blends & HCs (City & Guilds 2078 1 & 2)
• Ammonia Awareness
• Safe Handling of Ammonia (City & Guilds 2078 3 & 4)
• Ammonia Practice (City & Guilds 2078 3 & 4)
• Mechanical & Electrical Fault Diagnosis
• Retrofitting Refrigerants
• Single Screw (Hallscrew) Compressor
• Refrigeration Compressors (Dismantle & Rebuild)
• Refrigeration Electrics
• Refrigeration for Marine Engineering Personnel (Teams only) (City & Guilds 2078) – Only available as a group booking (minimum of three - maximum of six per course)
• “On Site” Refrigeration Training from Appreciation through to Safe Handling of Refrigerants (City & Guilds 2078 Parts 1 & 2)
• “On Site” Ammonia Awareness Training
**Unitised Route to General Certificate:**

NEBOSH NGC1 Management of Health and Safety (All Certificate Courses)
NEBOSH NGC2 Controlling workplace hazards (General Certificate)
NEBOSH NGC3: Health and Safety Practical Application (General Certificate)

**Unitised Route to Construction Certificate:**

NEBOSH NGC1 Management of Health and Safety (All Certificate Courses)
NEBOSH NCC1 Control of Construction Hazards and Controls (Construction Certificate)
NEBOSH NCC2 Construction Health and Safety Practical Application (Construction Certificate)
NEBOSH National General Certificate in Occupational Health & Safety
NEBOSH National Certificate in Construction Health & Safety

**Safety Passport**

CCNSG Nationally Accredited Safety Passport Standard Course
CCNSG Nationally Accredited Safety Passport Renewal Course
CCNSG Nationally Accredited Safety Passport Supervisor Course

**National Sea Training Centre Courses**

Automatic radar plotting aids (5ARPA) - 3 days
Bridge team management (5BTM) - 5 days
Bridge team training (P&O ferries) (5BTT) - 2.5 days
Navigation Aids, Radar & ARPA Simulation Operational Level (5NARASL) - 15 Days
Navigation aids, radar & ARPA simulation - operational level for external students (5NARASO) – o/l + 15 days
Small ships navigation & radar (5SSNR) - 5 days

STCW 95 Elementary First Aid (5EFA) - 1 DAY
STCW 95 Medical Care on Board Ship Refresher (5MCOBR) - 3 DAYS
STCW 95 Medical Care on Board Ship (5MCOBS) - 5 DAYS

Defibrillator & oxygen therapy training (5DEFIB) - 1 Day
HSE-approved first aid appointed person (5FAAP) – 1 day
HSE-approved first aid at work (5FAAW) - 4 days
First Aid at Schools And Nurseries (1 Day)

STCW 95 Advanced fire fighting (5AFF) - 4 Days
STCW 95 Fire Prevention & Fire Fighting (5FPFF) - 3 Days
Basic Fire Awareness (5BFA) - ½ DAY/1 Day
Basic Fire Training - Tugs (5FFCT) - 1 Day
Breathing Apparatus (5BA) 1 Day
Command & Control Fire Fighting (5CC) - 3 Days
Fire Team (5FTEAM) - 3 Days

**GMDSS - Radio Communications**
GMDSS General Operator Certificate (5GMDSSG) - 9 DAYS
GMDSS Restricted Operator Certificate- VHF Area A1 only (5GMDSSR) - 4 DAYS
GMDSS Short Range Certificate- VHF/Non Commercial (5GMDSSS) - 1 DAY
GMDSS Long Range Radiotelephone Certificate - MF/HF SSB (5GMDSSL) - 5 DAYS

Efficient Deck Hand (5EDH) - 5 Days
STCW 95 Proficiency in Fast Rescue Boats (5PFRB) - 3 Days
STCW 95 Proficiency in Survival Craft & Rescue Boats (5PSCRB5) – 5 or 8 Days
STCW 95 Personal Safety & Social Responsibilities (5PSSR) - 1 Day
STCW 95 Personal Survival Techniques (5PST) - 1 Day
Ship Security Officer Qualification (5SSOT) - 3 Days

**For information please view the dedicated site:**
**Occupational Health and Safety Division**

Marine Engine Operator’s Licence(C&G 2019)
MCA Approved Diesel Engine Course(Min 30 Hours)
Marine Engineer Workshop Skills Test
Y2/3 Chief Engineer Statutory and Operational Requirements, inc. exam
Y2 Applied Marine Engineering, inc. exam
Y2 Advanced Hotel Services, inc. exam
Y2 General Engineering Science I & II, inc. exams
Y4 Marine Diesel Engineering, inc. exam
Y4 Auxiliary Equipment & Basic Ship Construction, inc. exam
Y4 Operational Procedures & Basic Hotel Services, inc. exam
Operational procedures and basic hotel services
Approved engine course certificate (AEC) Yacht engineer module
Engineering introduction
City & Guilds 2019 (10 weeks)

**Maritime Open Learning**
NVQ Induction
NVQ Programmes:
- Marine Vessel Operations Level 3
- Marine Engineering Operations Level 3
- Marine Vessel Support Level 2
• Marine Operations Ports Level 2
• Cargo Operations Ports Level 2
• Passenger Operations Ports Level 2

Boatmaster Licence Grades 3, 2 & 1
Officer of the Watch - Commercial Yacht
Oral Preparation
RYA Day Skipper
RYA Day Skipper (Shore-Based)
RYA Coastal Skipper
RYA Coastal Skipper (Shore-Based)
YACHT RATING COURSE (10 or 15 DAYS)

Part-time courses are also available at Levels 1-3 in:

• Art, Design, Photography and Multimedia (19)
• Business and Professional (41)
• Computing and Information Technology (14)
  - Programming (1)
  - Software Applications (8)
  - Technical Support and Networking (8)
  - Website Development (4)
• Construction and Building Services (5)
  - Air Conditioning (5)
  - Brickwork (6)
  - Electrical and Alarm Systems (16)
  - Gas Training (1)
  - Painting and Decorating (7)
  - Plumbing (12)
  - Wood Occupations (8)
• Engineering (4)
  - Automotive Engineering (12)
  - Electrical and Electronic Engineering (5)
  - Mechanical Engineering (6)
• Foundation Studies (8)
• GCSE (2)
• Hairdressing and Beauty Therapy (18)
• Hotel and Catering (13)
• Management and Professional (58)
• Professional Care (15)
• Sports and Public Services (18)
• Travel and Tourism (5)
South Kent College offers courses in the following areas:

**Apprenticeships**

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Construction Plant Maintenance</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Customer Service (Train for Business)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Drink Service</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Electrical Installation</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Food Service</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Food and Drink Service (Train for Business)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Front Office (receptionist)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Furniture Making and Restoration</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Hairdressing</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Health and Social Care (Train for Business)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Health and Social Care (Promoting Independence or Mental Health)</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Hospitality Supervision</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Housekeeping</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Land-Based Service Engineering (Agricultural Machinery)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Making and Installing Furniture</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Multi-skilled Hospitality</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Painting and Decorating</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Plastering</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Professional Cookery (Food Preparation &amp; Cooking)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Vehicle Body &amp; Paint Operations (Repair/Refurbishment)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Vehicle Maintenance &amp; Repair (HGV)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Vehicle Maintenance &amp; Repair (Light vehicle)</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Wood Occupations (Bench Joinery)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Wood machining</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Thanet College offer programmes in the following areas:

**Apprenticeships - Foundation**
- Accounting,
- Business Administration,
- Customer Service
- Distribution, Warehousing and Storage
- Early Years
- Hairdressing
- Health and Social Care
- Hospitality
- IT Users
- Mechanical Manufacturing Engineering
- Motor Vehicle
- Retail
- Sign-making
- Teaching Assistants
- Team Leading
- Technical Services

**Advanced Apprenticeships**
- Accounting
- Business Administration
- Distribution, Warehousing and Storage
- Electrical and Electronic Engineering
- Health and Social Care
- Hospitality
- Mechanical Manufacturing Engineering
- Retail
- Teaching Assistants
- Technical Services

**West Kent College offer programmes in the following areas:**

Qualifications are available in areas such as:

- Accounting
- Administration & Secretarial
- Beauty
- Business Studies
- Call Handling
- Care Services
- Childcare related
- Classroom Assistants
- Cleaning & Support
- Construction
- Customer Care
- Distribution, Warehousing and Storage
- Engineering  (at our North Farm Centre)
Food & Drink Service
Food Preparation & Cooking
Hairdressing
Leisure & Tourism
Motor Vehicle (at our North Farm Centre)
Retail Operations
Team Leading

Part-time courses
AAT Foundation NVQ Level 2 in Accounting
AAT NVQ Level 2 in Payroll Administration (may be combined with AAT Foundation NVQ Level 2 in Accounting)
AAT Intermediate NVQ Level 3 in Accounting
Computerised Accounts (Using Sage Financial Controller - Beginners)
Computerised Accounts (Using Sage Financial Controller - Advanced)
Business Administration NVQ Level 3
Pre-Foundation Art and Design
BTEC National Award in Construction (Bridge to BTEC HNC in Building Studies)
BTEC National Certificate in Construction, Civil Engineering or Building Services.
City & Guilds Retail Operations and Warehousing (Levels 2 & 3)
ASET Level 2 Certificate in Dementia Care
ASET Level 2 Certificate in the Control of Infection and Contamination
ASET Level 2 Certificate in the Managing and Safe Handling of Medicines
Emergency First Aider
First Aid Refresher Course
First Aid at Work (Re-Qualification)
First Aid at Work
Advanced Diploma in Humanistic Counselling
Teaching Assistants NVQ Level 2 (City & Guilds 7327)
ASET Level 2 Certificate in First Aid for those Caring for Children
CACHE NVQ Level 2 in Children’s Care, Learning and Development (CCLD-L2)
Teaching Assistants NVQ Level 3 (City & Guilds 7327)
CACHE NVQ Level 3 in Children’s Care, Learning and Development (CCLD-L3)
CACHE Level 3 Certificate in Work with Children (APEL): Early Years
VTCT Level 3 Diploma in Reflexology
Certificate in Anatomy, Physiology and Pathology/Diploma in Anatomy, Physiology and Pathology
VTCT Level 3 Diploma in Indian Head Massage
VTCT Level 3 Diploma in Indian Head Massage (Intensive)
Body Massage (Level 3 Diploma in Beauty Therapy Unit)
Introduction to AutoCAD
2-D Computer Aided Draughting and Design (Using AutoCAD) Level 2
2-D Computer Aided Draughting and Design (Using AutoCAD) Level 3
OCR Levels 1 & 2 NVQ for IT Users (ITQ)
BBC Webwise Online
OCR Level 1 Certificate/Diploma for IT Users (New CLAiT)
Cisco IT Essentials 1
Brickwork NVQ Level 2
Plumbing NVQ Level 2
Certificate in Basic Plumbing Studies (Part-time)
Level 2 Certificate in Electrotechnical Technology, City & Guilds 2330 (Part-time)
NVQ Level 2 Painting & Decorating
Certificate in Further Counselling Skills and Theory
Certificate in Basic Counselling Skills and Theory
Advanced Diploma in Humanistic Counselling
Progressive Personal Awareness (PPA)
Customer Service NVQ Level 2 (City & Guilds 4543)
Level 2 Certificate in Customer Service for Hospitality, Leisure, Travel and Tourism
Customer Service NVQ Level 3 (City & Guilds 4543)
Level 2 Certificate in Electrotechnical Technology, City & Guilds 2330 (Part-time)
Performing Engineering Operations NVQ Level 2 (Mechanical) Part-time
NVQ Level 2 (City & Guilds 3014-03)
Hairdressing Level 2 Refresher
NVQ Level 2 Units of Barbering
CIEH Certificate in Risk Assessment Principles and Practice
CIEH Intermediate Certificate in Supervising in Health & Safety
NEBOSH National General Certificate in Occupational Safety & Health
CIEH Advanced Certificate in Health & Safety in the Workplace
Cleaning and Support Services NVQ Level 2 (City & Guilds 7696)
ASET Level 2 Certificate in Dementia Care
Health & Social Care NVQ Level 2
ASET Level 2 Certificate in the Managing and Safe Handling of Medicines
Oral Health Care NVQ Level 3 Dental Nursing (City & Guilds 3231)
Health & Social Care NVQ Level 3
CIEH Level 2 Award in Food Safety in Catering (Foundation Food Safety)
CIEH Level 2 Award in Healthier Food and Special Diets
Intermediate Food Preparation & Cooking NVQ Level 2
Level 2 Certificate in Customer Service for Hospitality, Leisure, Travel and Tourism
BIIAB Level 2 National Certificate for Personal Licence Holders
Professional Trainers Certificate
CIEH Level 3 Award in Supervising Food Safety in Catering (Intermediate)
ILM Level 2 Introductory Certificate in Team Leading
ILM Level 2 Certificate in Team Leading
NVQ 2 in Team Leading
NVQ Level 3 in Management
Certificate in Motor Vehicle Studies
Diploma in Motor Vehicle Studies
IMI Supervisory Studies Level 3
Certificate in Learning Support Awareness Pathway (City & Guilds 9297)
7303 City& Guilds Level 3 Award in Preparing To Teach in the Lifelong Learning Sector (PTLLS)
Teaching Assistants NVQ Level 2 (City & Guilds 7327)
Teaching Assistants NVQ Level 3 (City & Guilds 7327)
7303 City& Guilds Level 3 Award in Preparing To Teach in the Lifelong Learning Sector (PTLLS)
Level 2 Certificate in Customer Service for Hospitality, Leisure, Travel and Tourism

LSC Funded Provision for Kent and Medway including Train to Gain
2007/08

Aggregate Volumes
[All numbers are indicative]

<table>
<thead>
<tr>
<th>Summary Statement of Activity</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16-18 (Learner Volumes)</td>
</tr>
<tr>
<td>LSC Funded Participation</td>
<td></td>
</tr>
<tr>
<td>Number of FE learners (total)</td>
<td>[19,210]</td>
</tr>
<tr>
<td>Number of FE learners undertaking Level 4 and above</td>
<td></td>
</tr>
<tr>
<td>Number of FE learners undertaking Level 3</td>
<td>[11,740]</td>
</tr>
<tr>
<td>of which: Full Level 3 Learners</td>
<td>[8,710]</td>
</tr>
<tr>
<td>of which: First Full Level 3 Learners</td>
<td></td>
</tr>
<tr>
<td>Number of Train to Gain learners undertaking Level 3</td>
<td>[710]</td>
</tr>
<tr>
<td>Number of learners undertaking an Advanced Apprenticeship (Average in Learning)</td>
<td>[4,780]</td>
</tr>
<tr>
<td>of which: Full Level 2 Learners</td>
<td>[3,780]</td>
</tr>
<tr>
<td>of which: First Full Level 2 Learners</td>
<td>[1,760]</td>
</tr>
<tr>
<td>Number of Train to Gain learners undertaking Level 2</td>
<td>[1,820]</td>
</tr>
<tr>
<td>Number of learners undertaking an Apprenticeship at Level 2 (Average in Learning)</td>
<td>[8,880]</td>
</tr>
<tr>
<td>Number of FE learners undertaking Skills for Life qualifications that directly contribute to PSA target</td>
<td>[1,390]</td>
</tr>
<tr>
<td>Number of Advanced Apprenticeships and Apprenticeship learners undertaking Skills for Life qualifications that directly contribute to PSA target</td>
<td>[2,860]</td>
</tr>
<tr>
<td>Number of learners undertaking Entry to Employment (starts)</td>
<td>[450]</td>
</tr>
<tr>
<td>Number of learners undertaking Safeguarded Adult Learning (Total)</td>
<td></td>
</tr>
<tr>
<td>of which: Number of learners undertaking Family learning, literacy and numeracy</td>
<td>[1,520]</td>
</tr>
<tr>
<td>of which: Number of learners undertaking Neighbourhood learning in deprived communities</td>
<td>[430]</td>
</tr>
<tr>
<td>of which: Number of learners undertaking Wider Family Learning</td>
<td>[1,670]</td>
</tr>
<tr>
<td>of which: Number of learners undertaking Personal / Leisure Learning</td>
<td>[19,960]</td>
</tr>
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</table>

ESF Funded Participation

<table>
<thead>
<tr>
<th>Number of ESF Learners undertaking any ESF Activity</th>
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</thead>
<tbody>
<tr>
<td>Number of ESF Learners not included in LSC Funded Participation table above</td>
</tr>
<tr>
<td>Of which:</td>
</tr>
<tr>
<td>Level 4 and above</td>
</tr>
<tr>
<td>Full Level 3</td>
</tr>
<tr>
<td>Full Level 2</td>
</tr>
<tr>
<td>Skills for life that directly contributes towards the PSA target</td>
</tr>
<tr>
<td>Level 1 and Entry</td>
</tr>
<tr>
<td>Other ESF activity</td>
</tr>
<tr>
<td>LSC Funded Outcomes</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Number of FE Learners achieving a Full Level 3 qualification</td>
</tr>
<tr>
<td>Number of FE Learners achieving a First Full Level 3 qualification</td>
</tr>
<tr>
<td>Number of Train to Gain learners achieving a Full Level 3 qualification</td>
</tr>
<tr>
<td>Number of Learners achieving an Advanced Apprenticeship Framework</td>
</tr>
<tr>
<td>Number of FE Learners achieving a Full Level 2 qualification</td>
</tr>
<tr>
<td>Number of FE Learners achieving a First Full Level 2 qualification</td>
</tr>
<tr>
<td>Number of Train to Gain Learners achieving a Full Level 2 qualification</td>
</tr>
<tr>
<td>Number of Learners achieving an Apprenticeship Framework (at Level 2)</td>
</tr>
<tr>
<td>Number of FE learners achieving a Skills for Life qualification(s) that directly contribute to PSA target</td>
</tr>
<tr>
<td>Number of Advanced Apprenticeship and Apprenticeship learners achieving a Skills for Life qualification(s) that directly contribute to PSA target</td>
</tr>
<tr>
<td>Number of Train to Gain learners achieving a Skills for Life qualification(s) that directly contribute to PSA target</td>
</tr>
<tr>
<td>Number of learners progressing to a positive destination from Entry to Employment</td>
</tr>
<tr>
<td>ESF Funded Outcomes</td>
</tr>
<tr>
<td>Number of ESF Learners not included in LSC Funded Outcomes table above achieving a qualification at:</td>
</tr>
<tr>
<td>Full Level 3</td>
</tr>
<tr>
<td>Full Level 2</td>
</tr>
<tr>
<td>Skills for life qualification that directly contributes to the PSA target</td>
</tr>
<tr>
<td>Training Provider</td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Ability Professional Training Ltd</td>
</tr>
<tr>
<td>Advanced Safety Training Services</td>
</tr>
<tr>
<td>Aim Fire Services Ltd</td>
</tr>
<tr>
<td>Another Journey Begins</td>
</tr>
<tr>
<td>Athelbrae Ltd</td>
</tr>
<tr>
<td>Babel Language Consulting Ltd</td>
</tr>
<tr>
<td>Beckwith Consulting Ltd</td>
</tr>
<tr>
<td>Brampton Training and Bexleyheath</td>
</tr>
<tr>
<td>Consultancy Limited</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Bytesize Training &amp; Consultancy</strong>&lt;br&gt;Staplehurst</td>
</tr>
<tr>
<td><strong>C M Consultancy UK Ltd</strong>&lt;br&gt;East Grinstead</td>
</tr>
<tr>
<td><strong>Calibre HR &amp; Training Ltd</strong>&lt;br&gt;Boughton Aluph, nr. Ashford</td>
</tr>
<tr>
<td><strong>CKW Training Consultants Ltd</strong>&lt;br&gt;Rochester.</td>
</tr>
<tr>
<td><strong>Euro Training Services Limited</strong>&lt;br&gt;Sheerness</td>
</tr>
<tr>
<td><strong>Health and Safety Resolutions Ltd</strong>&lt;br&gt;Faversham</td>
</tr>
<tr>
<td><strong>ILC Services</strong>&lt;br&gt;Maidstone</td>
</tr>
<tr>
<td><strong>In-Sight Consultancy Services Limited</strong>&lt;br&gt;Dover</td>
</tr>
<tr>
<td><strong>INTEX IT</strong>&lt;br&gt;CHATHAM</td>
</tr>
<tr>
<td><strong>IPS International Ltd</strong>&lt;br&gt;ROCHESTER</td>
</tr>
<tr>
<td>Company</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Ivory Computer Training</td>
</tr>
<tr>
<td>Jayne Wilkins Associates</td>
</tr>
<tr>
<td>Katie Day Consulting Ltd</td>
</tr>
<tr>
<td>Kent Hygiene Solutions &amp; Colin Hamer Associates</td>
</tr>
<tr>
<td>Kent Police</td>
</tr>
<tr>
<td>Kent Safety Training</td>
</tr>
<tr>
<td>Kent Trainers Ltd</td>
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</tbody>
</table>

Consultancy, Engineering and Manufacturing, Health and Social Care, Computing Skills, Motor Vehicle engineering, Business services
<table>
<thead>
<tr>
<th>Company Name</th>
<th>Location</th>
<th>Area Covered</th>
<th>Skills Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kita Ltd.</td>
<td>Sittingbourne</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Customer Services, Government Schemes, Office Skills IT, Presentation Skills, Health and Safety, General Business Skills, Conflict Management, Performance or People Management, Team Building</td>
</tr>
<tr>
<td>Krista Creative</td>
<td>Wickhambreaux</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Change Management, Customer Services, Presentation Skills, General Business Skills, Mentoring, Performance or People Management, Team Building. Developing Leaders and Managers. Developing Managers’ supervision skills in relation to performance improvement of their managers and staff. General HR Training.</td>
</tr>
<tr>
<td>Marsh Training Services</td>
<td>Lydd</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Change Management, Presentation Skills, Health and Safety, Mentoring, Performance or People Management, Team Building</td>
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<tr>
<td>Master Cutters Ltd</td>
<td>Ashford</td>
<td>Whole of Kent</td>
<td>Hairdressing</td>
</tr>
<tr>
<td>MaxSkills HR</td>
<td>Gillingham</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Presentation Skills, Health and Safety, Mentoring, Performance or People Management, Team Building</td>
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<tr>
<td>Mediaid Training Services LTD</td>
<td>Sittingbourne</td>
<td>Whole of Kent</td>
<td>Health and Safety,</td>
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<tr>
<td>Medway Safety Limited</td>
<td>Rainham</td>
<td>Whole of Kent</td>
<td>Presentation Skills, Health and Safety, Food Safety, Social Care, Construction</td>
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<tr>
<td>Messages into Words</td>
<td>Royal Tunbridge Wells</td>
<td>Whole of Kent</td>
<td>Change Management, Presentation Skills, Mentoring, Negotiation Skills.</td>
</tr>
<tr>
<td>MIND GLIDING Ltd.</td>
<td>Margate</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Change Management, Marketing, Customer Services, Office Skills IT, Presentation Skills, General Business Skills, Conflict Management, Mentoring, Performance or People</td>
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<table>
<thead>
<tr>
<th>Company Name</th>
<th>Location</th>
<th>Region</th>
<th>Provided Skills</th>
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</thead>
<tbody>
<tr>
<td>Mind Strengths Ltd</td>
<td>Rochester</td>
<td>Whole of Kent</td>
<td>Change Management, Marketing, Customer Services, Presentation Skills, Sales, Mentoring, Performance or People Management, Team Building, Business development, sales &amp; marketing programmes for SME's and new start up businesses.</td>
</tr>
<tr>
<td>Nacro Services Kent</td>
<td>Chatham</td>
<td>Whole of Kent</td>
<td>Basic Skills</td>
</tr>
<tr>
<td>Passe-Partout Consulting</td>
<td>Chatham</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Change Management, Customer Services, Presentation Skills, Health and Safety, General Business Skills, Conflict Management, Mentoring, Performance or People Management, Team Building</td>
</tr>
<tr>
<td>Pitman Training (Kent) Ltd (Chatham)</td>
<td>Chatham</td>
<td>Whole of Kent</td>
<td>Financial Management, Leadership Skills, Change Management, Marketing, Customer Services, Government Schemes, Office Skills IT, Presentation Skills, Recruitment, Health and Safety, General Business Skills, Conflict Management, Sales, Mentoring, Performance or People Management, Team Building</td>
</tr>
<tr>
<td>Pitman Training (Kent) Ltd (Dartford)</td>
<td>Dartford</td>
<td>Whole of Kent</td>
<td>Financial Management, Leadership Skills, Change Management, Marketing, Customer Services, Government Schemes, Office Skills IT, Presentation Skills, Recruitment, Health and Safety, General Business Skills, Conflict Management, Sales, Mentoring, Performance or People Management, Team Building</td>
</tr>
<tr>
<td>Pitman Training (Kent) Ltd (Gravesend)</td>
<td>Gravesend</td>
<td>Whole of Kent</td>
<td>Financial Management, Leadership Skills, Change Management, Marketing, Customer Services, Government Schemes, Office Skills IT, Presentation Skills, Recruitment, Health and Safety, General Business Skills, Conflict Management, Sales, Mentoring, Performance or People Management, Team Building</td>
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<tr>
<td>Company Name</td>
<td>Town</td>
<td>Area</td>
<td>Course Areas</td>
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<tr>
<td>Pitman Training (Kent) Ltd (Tunbridge Wells)</td>
<td>Tunbridge Wells</td>
<td>Whole of Kent</td>
<td>Financial Management, Leadership Skills, Change Management, Marketing, Customer Services, Government Schemes, Office Skills IT, Presentation Skills, Recruitment, Health and Safety, General Business Skills, Conflict Management, Sales, Mentoring, Performance or People Management, Team Building</td>
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<tr>
<td>PTS Limited</td>
<td>Herne Bay</td>
<td>Whole of Kent</td>
<td>Health and Safety</td>
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<td>Refine IT ltd</td>
<td>Orpington</td>
<td>Whole of Kent</td>
<td>Office Skills IT, VBA courses, programming courses, Personal Development courses</td>
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<tr>
<td>Relate Kent Education &amp; Training</td>
<td>Sittingbourne</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Change Management, Customer Services, General Business Skills, Conflict Management, Mentoring, Performance or People Management, Team Building, Counseling skills, Managing stress, Managing emotional people.</td>
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<tr>
<td>ROMNEY RESOURCE CENTRE LTD (RR2K)</td>
<td>New Romney</td>
<td>East Kent</td>
<td>Leadership Skills, Customer Services, Office Skills IT, Presentation Skills, Health and Safety, General Business Skills, Performance or People Management, Team Building</td>
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<tr>
<td>Company</td>
<td>Location</td>
<td>Region</td>
<td>Services</td>
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<td>Safety Solutions UK Ltd</td>
<td>Dartford</td>
<td>Whole of Kent</td>
<td>Health and Safety, Learning and Development including the Assessor and Verifier Awards</td>
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<tr>
<td>SBQ Limited</td>
<td>DOVER</td>
<td>Whole of Kent</td>
<td>Financial Management, Leadership Skills, Change Management, Marketing, Customer Services, Government Schemes, Office Skills IT, Presentation Skills, General Business Skills, Conflict Management, Sales, Mentoring, Performance or People Management, Team Building</td>
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<tr>
<td>Sheila Caulfield Associates</td>
<td>Herne Bay</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Change Management, Customer Services, Government Schemes, Office Skills IT, Presentation Skills, General Business Skills, Conflict Management, Mentoring, Performance or People Management, Team Building, Career Coaching</td>
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<tr>
<td>Simply Care Training</td>
<td>Gravesend</td>
<td>Whole of Kent</td>
<td>Health and Safety, Health &amp; Social Care Sector Manual Handling, Risk Assessment, Supervision &amp; Monitoring</td>
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<td>sorted</td>
<td>WHITSTABLE</td>
<td>Whole of Kent</td>
<td>Mentoring, Performance or People Management, Team Building, Networking and Business Etiquette, Recruitment &amp; Selection techniques, Disciplinary &amp; Grievance, Personal/Team Development</td>
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<tr>
<td>SRT Training Solutions</td>
<td>Chatham</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Customer Services, Presentation Skills, Recruitment, Conflict Management, Performance or People Management, Team Building, Train the Trainer</td>
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<tr>
<td>St John Ambulance Kent</td>
<td>West Malling</td>
<td>Whole of Kent</td>
<td>Health and Safety</td>
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<tr>
<td>ST*R Learning Ltd.</td>
<td>Oxted</td>
<td>Whole of Kent</td>
<td>Financial Management, Leadership Skills, Change Management, Marketing, Customer Services, Presentation</td>
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<tr>
<td>Institution</td>
<td>Location</td>
<td>Areas of Training</td>
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<tr>
<td>Steve Manion Effective Training</td>
<td>Deal</td>
<td>Change Management, Government Schemes, Office Skills IT, General Business Skills, Manufacturing Operations Management</td>
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<tr>
<td>Technical Training Solutions</td>
<td>Rochester</td>
<td>Health and Safety, Engineering skills: Electrical, Mechanical and Instrumentation</td>
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<tr>
<td>Thanet College</td>
<td>Margate</td>
<td>Leadership Skills, Change Management, Customer Services, Government Schemes, Office Skills IT, Presentation Skills, Recruitment, Health and Safety, General Business Skills, Conflict Management, Sales, Mentoring, Performance or People Management, Team Building</td>
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<tr>
<td>The Bowles Organisation</td>
<td>Tunbridge Wells</td>
<td>Leadership Skills, Change Management, Marketing, Customer Services, Government Schemes, Presentation Skills, Recruitment, General Business Skills, Conflict Management, Sales, Mentoring, Performance or People Management, Team Building</td>
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<tr>
<td>The Change Corporation</td>
<td>Sandwich</td>
<td>Leadership Skills, Change Management, Presentation Skills, Sales, Performance or People Management, Team Building</td>
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<tr>
<td>THE DIVERSITY ACADEMY</td>
<td>Dartford</td>
<td>Change Management, Customer Services, Recruitment, General Business Skills, Conflict Management, Mentoring, Performance or People Management, Team Building, Training, Research and Development, Coaching and Mentoring Services</td>
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<tr>
<td>The Odyssey Group</td>
<td>Pevensey</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Change Management, Customer Services, Presentation Skills, Conflict Management, Sales, Mentoring, Performance or People Management, Team Building</td>
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<tr>
<td>The Safety Training Unit Limited</td>
<td>Sittingbourne</td>
<td>Whole of Kent</td>
<td>Health and Safety</td>
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<tr>
<td>Think Tall Training</td>
<td>Chatham</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Customer Services, Office Skills IT, Presentation Skills, Conflict Management, Mentoring, Performance or People Management, Team Building</td>
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<td>Training Highway</td>
<td>Sandwich</td>
<td>Whole of Kent</td>
<td>Office Skills IT</td>
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<td>Ulearn</td>
<td>Sandgate</td>
<td>Whole of Kent</td>
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<td>Unlimited Potential</td>
<td>Tunbridge Wells</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Change Management, Presentation Skills, Conflict Management, Performance or People Management, Team Building, Coaching</td>
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<tr>
<td>Ventura</td>
<td>Sheerness</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Customer Services, Presentation Skills, Recruitment, Health and Safety, Conflict Management, Sales, Team Building</td>
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<tr>
<td>VT Training</td>
<td>Godalming</td>
<td>Whole of Kent</td>
<td>Leadership Skills, Customer Services, Office Skills IT, Retail, Warehousing, Storage and Distribution, Active Leisure, Hospitality, Care, Children's Care, Learning and Development</td>
</tr>
<tr>
<td>Vue Recruitment and Training Ltd</td>
<td>Birling</td>
<td>Whole of Kent</td>
<td>Financial Management, Leadership Skills, Change Management, Marketing, Customer Services, Office Skills IT, Presentation Skills, Recruitment, General Business Skills, Conflict Management, Sales, Mentoring, Performance or People Management, Team Building, Coaching and mentoring, accredited management programmes, team</td>
</tr>
<tr>
<td>Provider</td>
<td>Location</td>
<td>Region</td>
<td>Courses</td>
</tr>
<tr>
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<tr>
<td>Walker Training</td>
<td>Folkestone</td>
<td>Whole of Kent</td>
<td>Health and Safety, Conflict Management</td>
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<tr>
<td>Warnborough College</td>
<td>Canterbury</td>
<td>Whole of Kent</td>
<td>Financial Management, Leadership Skills, Change Management, Marketing, Office Skills IT, Presentation Skills, General Business Skills, Conflict Management, Mentoring, Performance or People Management, Team Building, Quality management (including 6 sigma).</td>
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<td>West End Training</td>
<td>Folkestone</td>
<td>Whole of Kent</td>
<td>Financial Management, Leadership Skills, Change Management, Marketing, Customer Services, Presentation Skills, General Business Skills, Sales, Mentoring, Performance or People Management, Team Building, Quality management (including 6 sigma).</td>
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<tr>
<td>Zee Associates</td>
<td>High Hurstwood</td>
<td>Whole of Kent</td>
<td>Presentation Skills, General Business Skills, Conflict Management, Performance or People Management,</td>
</tr>
</tbody>
</table>

**Care Training Providers in Kent and Medway**

- **4 Care Solutions Ltd**  
  42 North Street, Strood, Rochester, Kent.

- **Ability Professional Training Ltd**  
  River House, 1 Maidstone Road, Sidcup.

- **Acorn Training Services Ltd**  
  Oak Trees, Longage Hill, Rhodes Minnis, Canterbury, Kent.

- **aim2aim Consultancy**  
  14 High Street, Littlebourne, Canterbury.

- **Back to Back (Training Solutions)**  
  266 London Road, West Malling, Kent.

- **Caldecott College**  
  Caldecott Foundation, Ashford Road, Smeeth, Ashford, Kent.

- **Canterbury College**  
  New Dover Road, Canterbury, Kent.
Cerebral Palsy Care Kent  
Bradbury House, View Rd, Cliffe Woods, Rochester, Kent.

CKW Training Consultants Limited  
Exeter House, Beaufort Court, Sir Thomas Longley Road, Medway City Estate, Rochester, Kent.

Enterprising Opportunities Training & Assessment  
Unit 33a, Joseph Wilson Industrial Estate, Millstrood Road, Whitstable, Kent.

Greenfinch Training Services  
12 Park Road, Sittingbourne.

Heathercroft Training Services  
142 Whitley Road, Eastbourne, East Sussex.

Hygiene Management Solutions Ltd  
3 Brooke Drive, Gravesend, Kent.

Instant Muscle  
205-217 New Road, Chatham, Kent.

IPS International Ltd  
Northbank House, Sir Thomas Longley Road, Rochester, Kent, OR, 54 - 56 castle Street, Dover, Kent CT16 7PJ.

JHP Training  
Sun Pier Chambers, Sun Wharf, Medway Street, Chatham, Kent.

June Oldacre, Private Trainer  
1a Barrow Hill Place, Ashford, Kent.

Kent Adult Education Services  
Sittingbourne College, College Road, Sittingbourne, Kent.

Kent Care Training Associates (KCTA)  
Suite 5, Ashford House, Sir Thomas Longley Road, Strood, Rochester, Kent.

Kent Community Services Ltd (KCSL)  
The Garden Office, Lennox Wood, Petham Green, Twydall, Gillingham, Kent.

Kent Training Solutions  
26 Highfields Road, Marlpit Hill, Kent.

Key Training Services  
Upbury Manor Centre, Marlborough Road, Gillingham, Kent.

Learn to Care  
c/o Wesley manse, 71 Whitstable Road, Canterbury, Kent.

Management Unlimited (MUL)  
9 Hollingworth Court, Turkey Mill, Ashford Road, Maidstone, Kent.

Mid-Kent College  
Horsted centre, Maidstone Road, Chatham, Kent.

MNCS Training  
MNCS Training, Alpha 1 Laser Quay, Culpeper Close, Medway City
Estate, Rochester Kent.

**North West Kent College**
Oakfield Lane, Dartford, Kent.

**Opal Care Training**
11 Taylor House, Lakeside Park, Neptune Close, Medway City Estate, Rochester, Kent.

**SC Support and Care Services Ltd**
4 - 6 New Road, Ditton, Aylesford, Kent.

**South Kent College**
Shorncliffe Road, Folkestone, Kent.

**Thanet College**
Ramsgate Road, Broadstairs, Kent.

**Top Cat Training**
Garden Lodge, 77 Old Road, East Peckham, Kent.

**Valkyrie Support Services**
48 Primrose Road, Dover, Kent.

**West Kent College**
Brook Street, Tonbridge, Kent.
Appendix 4.D

Higher Level Provision

Canterbury Christ Church University

Professional Development by Work Related Learning

Available as Certificate or Diploma of Higher Education and BA or BsC Honours Degree through part-time study.

This programme enables students to integrate study and uses the workplace, or experience in the social or voluntary sectors, to further learning and career development.

Foundation Degrees, Degrees validated by Canterbury Christ Church University

FdA in Childhood Studies
FdA in Early Years Studies
FdA in Children and Families
FdA in Health and Social Care
Fd Computing
Fd Lifelong Learning
Fd Adult Guidance (pending validation)
Fd Working with Young People and Young People’s Services

Foundation Degrees, Degrees and Higher National Diplomas validated by University of Kent

<table>
<thead>
<tr>
<th>Course</th>
<th>Partner College</th>
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</thead>
<tbody>
<tr>
<td>HND in Applied Chemical Sciences</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>HND in Business</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>HND in Electrical/Electronic Engineering</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>HND in Information Technology</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>HND in Music Performance</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>FdA in Business and Management</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>FdEng in Civil Engineering</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>FdA in Community Development and Regeneration</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>FdSc in Construction</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>FdSc in Information Technology</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>FdSc in Life Science Laboratory technology and Biomanufacturing</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>FdA in Tourism Management</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>BSc in Construction (top-up degree)</td>
<td>Mid Kent College</td>
</tr>
<tr>
<td>HND in Applied Animal Science</td>
<td>Canterbury College</td>
</tr>
<tr>
<td>HND in Business (Law)</td>
<td>Canterbury College</td>
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</tbody>
</table>
HND Health and Social Care
HND in Public Services
HND in Retail Management
FdA in Health & Social Care Practice
FdA in Retail Management
BA in Public Sector Management
BA in Health and Social Care Management
HND in Contemporary Practice for Stage and Screen (Performing Arts)
HND in Fine Art
HND in Multimedia Design
FdA in Fashion and Textiles
FdA in Media Arts
BA (Hons) Fine Art (top-up degree)
BA (Hons) Visual Design and Advertising (top-up degree)
HND in Furniture Studies, Fine Craft and Restoration
FdSc in Construction
HND in Graphic Design
HND in Photography
BSc in Graphic Design (top-up degree)
BSc in Photography (top-up degree)

Foundation Programmes Available – these can provide a stepping stone for learners who wish to study at higher levels but do not have the appropriate level 3 qualifications to meet entry requirements for Degree Programmes.

Business Management Foundation
Civil Engineering Foundation
Community Development & Regeneration Foundation
Construction Foundation – Mid Kent College
Construction Foundation – South Kent College
Fashion & Textiles Foundation
Health & Social Care Foundation
Information Technology Foundation
Intellectual & Developmental Disabilities Foundation
Life Science Laboratory Technology & Bio-Manufacturing Foundation
Medicines Management Foundation
Pharmacy Practice Foundation
Tourism Management Foundation
University College for the Creative Arts

Foundation Studies in Art and Design
Preparatory English Language for Art, Design & Architecture
Foundation Degree Technical & Creative Practice for Visual Arts
Foundation Degree Creative Pattern Cutting
Foundation Degree Fashion Forecasting

Short courses including:
Artists Access to Art Colleges
Artist Teacher Scheme
Indian Drawing, Points of View
Visual Branding for Small Businesses.

University of Greenwich – Foundation Degrees

Accounting and Finance Foundation Degrees

- Accounting and Finance, Foundation Degree (Bromley College)
- Accounting and Finance, Foundation Degree (North West Kent College)
- Accounting and Finance, Foundation Degree (West Kent College)

Business and Management Foundation Degrees

- Business and Management, Foundation Degree (Bromley College)
- Business and Management, Foundation Degree (North West Kent College)
- Dispute Resolution At Work, Foundation Degree (University of Greenwich)
- Enterprise Project Management, Foundation Degree (University Centre Folkestone)
- Management, Foundation Degree (Canterbury College)
- Marketing Technology, Foundation Degree (University Centre Folkestone)
- Public Services, Foundation Degree (West Kent College)
- Rural Business Management, Foundation Degree (Hadlow College)
- Salon Management, Foundation Degree (Bexley College)
- Small Business Management, Foundation Degree (North West Kent College)
- Small Business Management, Foundation Degree (University Centre Folkestone)

Human Resources Foundation Degrees

- Employment Relations, Foundation Degree (West Kent College)

Countryside Management Foundation Degrees

- Countryside Management, Foundation Degree (Hadlow College)
• Rural Business Management, Foundation Degree (Hadlow College)
• Sustainable Land Management, Foundation Degree (Hadlow College)

Horticulture

• Amenity Horticulture, Foundation Degree (Hadlow College)

Animal Management Foundation Degrees

• Animal Conservation & Biodiversity, Foundation Degree (Hadlow College)
• Applied Behavioural Science and Welfare, Foundation Degree (Hadlow College)
• Equine Management, Foundation Degree (Hadlow College)
• Equine Science, Foundation Degree (Hadlow College)
• Fisheries Management, Foundation Degree (Hadlow College)

Art and Design Foundation Degrees

• Art Practice, Foundation Degree (Canterbury College)

Creative Industries Foundation Degrees

• Creative Industries Information Technology, Foundation Degree (University Centre Folkestone)
• Professional Writing, Foundation Degree (North West Kent College)
• Stage Management and Technical Theatre, Foundation Degree (ALRA, Wandsworth)

Performing Arts Foundation Degrees

• Creative Industries: Acting, Foundation Degree (Bird College)
• Creative Industries: Performing Arts, Foundation Degree (West Kent College)
• Stage Management and Technical Theatre, Foundation Degree (ALRA, Wandsworth)

Multimedia Foundation Degrees

• CAD and 3D Animation, Foundation Degree (Canterbury College)
• Creative Industries: Multimedia, Foundation Degree (North West Kent College)
• Multimedia Technology, Foundation Degree (North West Kent College)
• Multimedia Technology, Foundation Degree (University of Greenwich)
• Multimedia, Foundation Degree (University Centre Folkestone)

Computing Foundation Degrees

• Computer Systems and Networking, Foundation Degree (North West Kent College)
• Computer Systems and Networking, Foundation Degree (University of Greenwich)
• Computing, Foundation Degree (Bexley College)
• Computing, Foundation Degree (North West Kent College)
• Computing, Foundation Degree (University of Greenwich)
• Computing, Foundation Degree (West Kent College)
• Network Computing, Foundation Degree (Bromley College)
• Software Development, Foundation Degree (Bromley College)

Information Technology Foundation Degrees

• Business Information Technology, Foundation Degree (Lewisham College)
• Business Information Technology, Foundation Degree (University of Greenwich)
• Creative Industries Information Technology, Foundation Degree (University Centre Folkestone)
• IT Management for Business, Foundation Degree (University Centre Folkestone)
• Marketing Technology, Foundation Degree (University Centre Folkestone)
• Public Sector Administration and IT, Foundation Degree (University of Greenwich at Medway)
• Small Business Administration, IT and Web Management, Foundation Degree (University of Greenwich at Medway)
• Small Business Management, Foundation Degree (University Centre Folkestone)

Criminal Justice Foundation Degrees

• Criminal Justice Studies, Foundation Degree (University of Greenwich)

Education Foundation Degrees

• Early Years, Foundation Degree (Bromley College)
• Early Years, Foundation Degree (West Kent College)
• Early Years: Distance Learning, Foundation Degree (West Kent College)
• Education Administration, Foundation Degree (Greenwich Community College)
• Education Administration, Foundation Degree (Lewisham College)
• Education Administration, Foundation Degree (North West Kent College)
• Education Administration, Foundation Degree (West Kent College)
• Education and Training, Foundation Degree (Bromley)
• Education and Training, Foundation Degree (Greenwich)
• Education and Training, Foundation Degree (West Kent College)
• Learning Support, Foundation Degree (Bromley College)
• Learning Support, Foundation Degree (Greenwich Community College)
• Learning Support, Foundation Degree (North West Kent College)
• Learning Support, Foundation Degree (Orpington College)
• Learning Support, Foundation Degree (West Kent College)

Engineering Foundation Degrees

• Electrical and Electronic Engineering, Foundation Degree (Canterbury College)
• Mechanical Engineering, Foundation Degree (Canterbury College)

Events Management Foundation Degrees

• Events Management, Foundation Degree (Canterbury College)
• Events Management, Foundation Degree (University of Greenwich)

Health and Social Care Foundation Degrees

• Care Management (on-line), Foundation Degree
• Complementary Therapies, Foundation Degree (West Kent College)
• Health and Social Care: Care, Foundation Degree (Bexley College)
• Health and Social Care: Care, Foundation Degree (Bromley College)
• Health and Social Care: Care, Foundation Degree (North West Kent College)
• Health and Social Care: Care, Foundation Degree (West Kent College)
• Paramedic Science, Foundation Degree (University of Greenwich at Avery Hill)
• Primary Care Assistant Practitioner, Foundation Degree (University of Greenwich at Avery Hill)

Psychology and Counselling Foundation Degrees

• Counselling: Integrated Humanistic, Foundation Degree (Guildford College)
• Integrative Counselling, Foundation Degree (Bromley College)
• Integrative Counselling, Foundation Degree (Guildford College)
• Integrative Counselling, Foundation Degree (Orpington College)

Pharmacy Foundation Degrees

• Medicines Management, Foundation Degree (Medway School of Pharmacy)
• Pharmacy Practice, Foundation Degree (Medway School of Pharmacy)

Retail Technology Foundation Degrees

• Retail Technology, Foundation Degree (University Centre Folkestone)

Sports Foundation Degrees

• Sports Studies, Foundation Degree (North West Kent College)
• Sports Studies: Sports Therapy, Foundation Degree (Greenwich Community College)

Science Foundation Degrees

• Medical Sciences, Foundation Degree (Bromley College)

Transport and Logistics Foundation Degrees

• Transport, Logistics, Operations & Administration, Foundation Degree (University of Greenwich at Medway)

Applied Professional Studies Foundation Degrees

• Applied Professional Studies: create your personal degree by work based learning, Foundation Degree (University of Greenwich)

Higher National Diplomas
Graphic Design, HND/HNC
Quantity Surveying, HND/HNC
Graphic Design and Advertising, HND
Architectural Design, HND/HNC
Music Technology, HND
Sports Science, HND
Media Production, HND
Photography, HND/HNC
Forensic Science, HND
Fine Art, HND (Canterbury College)
Computer Systems Engineering, HNC / HND
Building Studies, HND/HNC
Sports Development, HND
Mechanical Engineering, HND/HNC
Garden Design, HND/HNC
Commercial Horticulture, HND/HNC
International Agriculture, HND
Landscape Management (Land Use), HND/HNC
Construction Management, HND/HNC
Television Production Technology, HND
Building Surveying, HND/HNC
Medicinal Horticulture, HND/HNC
Tourism Management, HND/HNC
Stage Management and Technical Theatre, Foundation Degree (ALRA, Wandsworth)
FE College HE and Higher Levels Provision.

Canterbury College Higher Education Provision – HNs and Fds and Degrees are validated by either the University of Greenwich, Canterbury Christ church University, or the University of Kent.

Higher National Diploma in Applied Animal Science
Higher National Certificate in Applied Animal Science
Foundation Degree in Art Practice
Higher National Diploma in Fine Art
Higher National Diploma in Graphic Design and Advertising
BA (Hons) Visual Art and Communication
Higher National Certificate in Building Surveying
Higher National Diploma in Building Surveying
BA (Hons) in Health and Social Care Management
Higher National Diploma in Business (Law)
Higher National Diploma in Business
Higher National Certificate in Business
Higher National Certificate in Computer-Aided Design and 3D Animation (Part-Time)
Foundation Degree in Product Design*
Foundation Degree in Computer-aided Design and 3D Animation
Higher National Certificate in Product Design*
Foundation Degree in Counselling * Certificate in Education (Post-compulsory)
Foundation Degree in Post-Compulsory Education and Training
Foundation Degree in Mechanical Engineering
Foundation Degree in Electrical and Electronic Engineering
Higher National Certificate in Computer-Aided Design and 3D Animation (Part-Time)
Higher National Certificate in Electrical and Electronic Engineering (Part-Time)
Higher National Certificate in Mechanical Engineering (Part-Time)
Foundation Degree in Product Design*
Foundation Degree in Computer-aided Design and 3D Animation
Higher National Certificate in Product Design*
Foundation Degree in Events Management Foundation Degree in Care Management *
BA (Hons) in Health and Social Care Management
Foundation Degree in Health and Social Care Practice
Higher National Diploma in Health & Social Care
Foundation Degree in Moving Image Production
Higher National Diploma in Music Technology
Higher National Diploma in Music Performance
BA (Hons) Creative Music Production and Technology
Foundation Degree in Product Design*
Higher National Certificate in Product Design*
Higher National Diploma in Public Services
BA (Hons) Public Services Management
Higher National Diploma in Retail Management
Foundation Degree in Retail Management
BA (Hons) Business (with pathways)
BA (Hons) Business (with pathways)
Higher National Diploma in Tourism Management
Foundation Degree in Events Management

Hadlow College Higher Education Provision – HNs and Fd and Degrees validated with the University of Greenwich

HND International Agriculture
BSc (Hons) International Agriculture
FdSc Advanced Animal Nursing
BSc (Hons) Applied Behavioural Science and Welfare
FdSc Applied Behavioural Science and Welfare
BSc (Hons) Animal Conservation and Biodiversity
FdSc Animal Conservation and Biodiversity
BSc (Hons) Animal Management
FdSc Countryside Management
BSc (Hons) Equine Science
FdSc Equine Management
FdSc Equine Science
BSc (Hons) Equine Management
Advanced Diploma of the Society of Floristry (ICSF)
BSc (Hons) Commercial Horticulture
RHS Master of Horticulture
HNC Medicinal Horticulture
HNC Commercial Horticulture
HND Medicinal Horticulture
BSc (Hons) Medicinal Horticulture
FdSc Amenity Horticulture
HND Commercial Horticulture
HNC Garden Design
FdSc Garden Management
FdSc Amenity Horticulture
HND Garden Design
BA (Hons) Garden Design
BSc (Hons) Landscape Management (Land Use)
HNC Landscape Management (Land Use)
HND Landscape Management (Land Use)
BSc (Hons) Sustainable Land Management
FdSc Sustainable Land Management
FdA Rural Business Management
Mid Kent College Higher Education Provision – HNs and Fds and Degrees are validated by either the University of Kent of Canterbury Christ Church University

<table>
<thead>
<tr>
<th>Program</th>
<th>Full-time</th>
<th>Part-time</th>
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<tbody>
<tr>
<td>Foundation Degree in Life Science Laboratory Technology and Bio-Manufacturing</td>
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<td>Foundation Degree in Life Science Laboratory Technology and Bio-Manufacturing</td>
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<td>HND in Applied Chemistry</td>
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<td>BSc (Hons) in Construction</td>
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<td>Chartered Institute of Building ( CIOB ) - Level 4 Certificate in Site Management (HE)</td>
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<td>Foundation Degree ( Fd Eng ) in Civil Engineering</td>
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<td>Foundation Degree ( Fd Sc ) in Construction</td>
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<td>Foundation Degree (Fd A) in Community Development &amp; Regeneration</td>
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<td>Foundation Degree in Civil Engineering ( HNC Conversion - JAP Accredited ) (HE)</td>
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<td>Foundation Degree in Construction (HE)</td>
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<td>HNC in Building Services Engineering</td>
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<td>HNC in Civil Engineering ( JAP Accredited ) (HE)</td>
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<td>HNC in Construction (HE)</td>
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<td>HNC in Housing Studies (HE)</td>
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<td>NVQ Level 5 in Construction Management (HE)</td>
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<td>Association of Accounting Technicians ( AAT ) Technician NVQ Level 4</td>
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<td>Certificate in Personnel Practice</td>
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Certificate in Training Practice
Chartered Institute of Management Accountants (CIMA) Managerial Stage 1 / Managerial Stage 2, (HE)
Chartered Institute of Marketing (CIM) Introductory Certificate
Chartered Institute of Personnel & Development (CIPD) Generalist Electives
Chartered Institute of Personnel & Development (CIPD) Leadership & Management
Chartered Institute of Personnel & Development (CIPD) People Management & Development
Chartered Management Institute (CMI) Diploma in Management (Level 4) (HE)
Chartered Management Institute (CMI) Executive Diploma in Management (Level 5) (HE)
Chartered Management Institute (CMI) Registered Manager (Adults) (NVQ Level 4) (HE)
Chartered Quality Institute (CQI) - Certificate
Chartered Quality Institute (CQI) - Quality Management (D2)
Chartered Quality Institute (CQI) - Tools & Techniques (D3)
CIPD Applied Personnel & Development (Management Report)
Foundation Degree in Business & Management
Foundation Degree in Business & Management (HE)
HNC in Business (HE)
HND in Business
Legal Secretarial - Conversion
Medical Secretarial - Conversion
National Association of Estate Agents - Technical Awards - Residential Lettings & Property Management
National Association of Estate Agents - Technical Awards - Sale of Residential Property
Foundation Course in Computing (DIDA)

Foundation Degree (Fd Sc) in Information Technology

Foundation Degree (Fd Sc) in Information Technology (HE)

HNC in Information Technology (HE)

HND in Information Technology

HND in Information Technology (HE)

Level 4 Diploma in Therapeutic Counselling - Humanistic Route

Certificate in Higher Education in Support for Learners with Additional Educational Needs (AEN) (HE)

Certificate in Higher Education in Support for Learners with Additional Educational Needs (HE)

City & Guilds 7302 Certificate in Delivering Learning: An Introduction

Foundation Degree in Childhood Studies (HE)

Qualifying to Teach in the Learning & Skills Sector (formerly Certificate in Education) Year 1 in 2 Parts (HE)

Foundation Degree in Digital & Microelectronic Systems

HNC in Electrical or Electronic Engineering with Control Options (HE)

HNC in Manufacturing Engineering (HE)

HNC in Plant & Process Engineering (HE)

HNC in Technology & Management of Paper & Board Making (HE)

HND (HNC Conversion) in Engineering (Electrical & Electronic Engineering) (HE)

HND (HNC Conversion) in Manufacturing Engineering (HE)

HND in Electrical / Electronic Engineering

Occupational Safety & Health NVQ Levels 3 & 4 (IOSH) (HE)
HND in Music Performance  
Full-time

Foundation Degree in Tourism Management  
Full-time

Foundation Degree in Tourism Management (HE)  
Part-time

North West Kent College Higher Education Provision – HNs and Fd and Degrees are validated with the University of Greenwich

Level 3-6 Diploma in Law
Master Technician – Institute for the Motor Industry
ILM Level 5 Diploma in Management
ILM Level 7 Introductory Executive Diploma in Management
ILM Level 7 Executive Diploma in Management
NVQ 4 Management (ILM)
NVQ 5 Management (ILM)
NVQ 4 Personnel Management (ILM)
BA (Hons) Business Administration with Hospitality Management
BA (Hons) Business Administration with Human Resources
BA (Hons) Business Administration with Finance
BA (Hons) Business Administration with Marketing
BA (Hons) Business Administration with Retail Management
BA(Hons) Photography
Initial Teacher Education (PCET)
Foundation Degree in Accounting and Finance
Foundation Degree in Business and Management
Foundation Degree in Computer Systems and Networking
Foundation Degree in Computing
Foundation Degree in Design and Illustration
Foundation Degree in Design Crafts
Foundation Degree in Education Administration
Foundation Degree in Education and Training
Foundation Degree in Electrical and Electronic Engineering
Foundation Degree in Health & Social Care (Care) Foundation Degree in Health & Social Care (Early Years)
Foundation Degree in Learning Support
Foundation Degree in Media and Animation
Foundation Degree in Multimedia
Foundation Degree in Multimedia Technology
Foundation Degree in Museum and Gallery Studies
Foundation Degree in Photography
Foundation Degree in Professional Writing
Foundation Degree in Small Business Management
Foundation Degree in Sports Performance and Fitness
Foundation Degree in Sports Studies
HNC Electronic Engineering
HNC in Business Studies
HNC Manufacturing Engineering
HND Business Administration with Finance
HND Business Administration with Hospitality Management
HND Business Administration with Human Resources
HND Business Administration with Marketing
HND Business Administration with Retail Management
HND Photography
HND Sports Development
HND Sports Performance and Fitness
HND Sports Science

South Kent College Higher Education Provision – HNs and Fds and Degrees are validated by either the University of Kent or Canterbury Christ Church University. Professional body qualifications at higher levels are also shown.

NVQ 4 Accounting Technician (AAT)
Diploma in Management (CMI)
Introductory Diploma in Management (CMI short course)
Executive Diploma in Management (Level 7)
Professional Diploma in Marketing (CIM)
Professional Post-graduate Diploma in Marketing (CIM)
Foundation Degree Computing
HNC Construction
Foundation Degree Construction
HNC in Electrical Engineering/Electronics
HND Furniture Crafts
HND Fine Art
BA Hons Fine Art (Top-up)
BA Hons Visual Design (Top-up)
Foundation Degree Fashion and Textiles
BA Hons Fashion and Textiles (Top-up)
HND in Contemporary Practice for Stage and Screen/Performing Arts
HNC in Manufacturing Engineering
HND Media (Moving Image) Production
HND Multimedia Design
NVQ 4 Health & Social Care (Child)
Registered Managers Award (Adult or Child)
NVQ 4 Occupational Health and Safety Practice
Teaching Award in Lifelong Learning Sector – PTLLS, CTLLS, DTLLS
Foundation Degree in Lifelong Learning

Thanet College Higher Education Provision – Professional body qualifications at higher levels.

NVQ 4 Accounting Technician (AAT)
NVQ 4 Business Taxation Option (AAT)
HNC Computing.

West Kent College Higher Education Provision – HNs and Fds and Degrees are validated by either the University of Greenwich or the University of Kent. Professional body qualifications at higher levels are also shown.

NVQ 4 Accounting Technician (AAT)
Foundation Degree Accounting and Finance
Foundation Degree Education Administration
NVQ Level 4 Children's Care, Learning and Development (CACHE)
HNC Fine Art
Level 4 Award in Managing Food Safely in Catering – Advanced (CIEH)
HNC/D Graphic Design
HNC/D Fashion & Textiles
HNC/D Fine Art
BA Hons Fine Art (Top-up)
HNC/D Engineering
IMI Certificate in Automotive Retail Management
Foundation Degree Learning Support
Foundation Degree Early Years
Foundation Degree Computing
HNC/D Building Studies
HNC/D Business and Management
Foundation Degree in Small Business Management
Foundation Degree in Employment Relations
NVQ 4 Health & Social Care
Registered Managers Award (Adult & Child)
Foundation Degree in Health & Social Care
Foundation Degree in Care Management
Professional Certificate/Diploma in Marketing (CIM)
Foundation Degree Popular Music Performance
Foundation Degree Creative Industries Performing Arts – Dance/Drama
HNC/D Photography
BA Hons Photography (Top-up)
Foundation Degree Public Services
Additional Diploma in Teaching English in the Lifelong Learning Sector.
Certificate of Education – Teaching
PGCE – post compulsory education
Foundation Degree Education and Training
HNC/D Tourism Management
BA Hons Tourism Management (First 2 years)
HNC/D Television Production Technology.
Level 6 NEBOSH National Diploma in Occupational Health and Safety
Appendix 5.A


3.1 Lantra

Web: www.lantra.co.uk

Sector description:
Environmental and land-based industries.

SIC codes: 01, 02, 05.02, 65.2, 92.53

Sector coverage:
Agricultural livestock and crops, animal care, animal technology, aquaculture, environmental conservation, equine, farmery, fencing, floristry, forestry and timber processing game conservation, land-based engineering, landscaping, productive horticulture, veterinary nursing.

Occupational composition of employment:
- Almost two-thirds of workers in Lantra are either in Skilled Trades Occupations or Elementary Occupations.
- Most of the forecast decline in total employment for this SSC will be amongst those employed in Elementary Occupations.
- As a result, there will be a continuing shift in the share of total employment from Elementary Occupations to Skills Trades Occupations. This probably reflects the changing technological nature of employment in the sector.

Expansion demand, replacement demand and total requirement 2004-2014:
- While employment continues to decline over the next decade, the total requirement in this sector is positive for all occupational groups with the exception of Elementary Occupations.
- Employment equivalent to 1-in-5 of the current workforce will need to be recruited to the sector over the next 10 years.
- Around 70% of new recruits, equivalent to 73,000 workers, will need to be in Skilled Trades Occupations.

Total requirement by SOC2000 major group: 2004-2014
3.2 Cogent

Web: www.cogent-ssc.com

Sector description:
Chemicals, nuclear, oil and gas, petroleum and polymer industries


Sector coverage:
Oil and gas exploration and extraction, chemicals manufacturing and processing, petroleum refining, blending, storage and distribution, forecourt operations, oil fired heating services, manufacture of aviation fuels, bitumen, inks, polymer and nuclear industries.

Expansion demand, replacement demand and total requirement 2004-2014
- In common with most of the SSCs which are based in primary and manufacturing industries, employment in Cogent SSC is expected to decline gradually over the next 10 years.
- The decline in total employment is especially marked amongst the Elementary Occupations, where employment is expected to decline by one third over the next 10 years. This fall is exactly matched by the replacement demand for Elementary Occupation workers, such that the total requirement for this occupational group is zero over the period to 2014.
- All other occupational groups face rather different prospects – from a 15% net decline in and Machine & Transport Operatives, to an increase in Personal Service Occupations and Sales & Customer Service Occupations employment of 13% and 14% respectively.

Total requirement by SOC2000 major group: 2004-2014

- Skill gaps in the Cogent sector most frequently relate to communication, customer handling, problem solving, team working, technical and practical and management skills.
- Skill gaps most frequently relate to process, plant and machine operatives - the area also required to upskill to meet new business process challenges. Upskilling is a clear imperative, not only around technical skills, but also on core behavioural skills such as communications, business improvement, customer service and the ability to work in teams.
3.3 Proskills UK

Web: www.proskills.co.uk

Sector description:
Process and manufacturing of extractives, coatings, refractories, building products, paper and print.

SIC codes: 10, 12-14, 21, 22.2, 24.3, 26.1, 26.26, 26.4-26.8, 40.3

Sector coverage:
The sector covers all employers and employees engaged in the process and manufacturing of building products, glass, glass products, paint, coatings, print, printed packaging, extractive and mineral processing.

Expansion demand, replacement demand and total requirement 2004-2014
- Over the next 10 years, employment covered by Proskills UK SSC is set to decline by around 12%.
- This decrease is concentrated amongst the lower occupational groups; the share of employment held by Managers & Senior Officials, Professional Occupations and Associate Professional & Technical Occupations is expected to remain constant, or to increase slightly. All other occupational groups are expected to decline.
- The biggest expected falls in employment are amongst Elementary Occupations - 40% of these jobs are anticipated to disappear by 2014. The total requirement for this occupational group over the next 10 years is actually negative.

Total requirement by SOC2000 major group: 2004-2014

Future Skills
1. Needs Employability and basic skills lacking at all levels of staff and in new recruits
2. Technical skills not being replaced and being eroded by loss of older more experienced staff
3. Ongoing up-skilling needed to deal with constantly changing industry-specific processes and technologies. Focus on ‘modules’ closely related to need.
4. Lack of management and leadership skills, specifically related to process control and marketing and sales
5. IT Skills related to both office skills and new technologies/automation
6. Customer Care and Service skills at all levels
3.4 Improve Ltd

Web: [www.improveltd.co.uk](http://www.improveltd.co.uk)

**Sector description:**
Food and drink manufacturing and processing.

SIC codes: 15.11-15.91, 15.53-15.98, 51.38

**Sector coverage:**
Improve Ltd SSC represents employers operating in all sectors of the food and drink manufacturing and processing industry including sea fishing, craft bakery, meat and poultry, dairy and general food and drink.

**Expansion demand, replacement demand and total requirement 2004-2014**
- Total employment in this sector is forecast to fall by about 10% over the next 10 years, by about 45,000 workers. Half of this decrease will be amongst Elementary Occupations.
- The expanding numbers of Managers & Senior Officials, and Professional Occupations both generate high total requirements for these two occupational groups over the next decade. Recruitment equivalent to almost 50% of current employment levels will be required to meet this demand.

**Total requirement by SOC2000 major group: 2004-2014**

The workforce of the future: employment in the sector will decrease over time, but replacement demand for workers will be relatively high. Elementary occupations will decrease through technology change though there will still be requirements for replacement plant and machine operatives, skilled trades occupations and managers in particular.
3.5 Skillfast-UK

Web: www.skillfast-uk.org

Sector description:
Apparel, footwear and textile industry.

SIC codes: 17-19, 24.7, 51.16, 51.24, 51.41, 51.42, 52.71, 93.01

Sector coverage:
Apparel, footwear, textiles, leather, man-made fibres and related businesses.

Commentary:

**Employment composition by gender and status**
- Skillfast-UK is already one of the smallest SSCs as defined by its core SIC footprint and more than half of all full-time jobs have been lost from this sector over the last 10 years.
- Employment is expected to decline still further over the next 10 years. However, this decline will be rather less rapid than the decrease in employment experienced over the last decade in which more than 40% of employment was lost from this sector.
- Despite this, Skillfast UK is still forecast to lose employment more rapidly than any other SSC.

**Expansion demand, replacement demand and total requirement 2004-2014**
- While the sector continues to decline, the total requirement is still forecast to be positive for the next decade, albeit this SSC has the lowest total requirement ratio of all SSCs. Recruitment equivalent to less than 1-in-5 of current employment is required over the next 10 years.
- Almost half of all Machine & Transport Operatives jobs in this sector are expected to disappear by 2014, and this accounts for half of all anticipated job loss over the decade.

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**Total requirement by SOC2000 major group: 2004-2014**

![Graph showing employment changes by occupation group](image)

**Future Skills Needs**
- ICT user skills
- Management and supervisory skills
- Sales and marketing skills
- Multi-skilling.
3.6 SEMTA

Web: www.semta.org.uk

Sector description:
Science, engineering and manufacturing technologies.

SIC codes: 25.11, 25.12, 27.4, 28.7, 28, 29.35
(NB: SEMTA also covers science sectors which are not exclusively defined by SIC.)

Sector coverage:
Basic metal manufacture, metal products, mechanical equipment, electronics, electrical equipment, motor vehicles, aerospace, other transport equipment. Building and repairing of ships, boats, railway and tramway locomotives, and rolling stock, motorcycles, bicycles, pharmacy, forensic science, meteorology, parts of the pharmaceutical industry, biotechnology, genetics, nanotechnology and part of the packaging industry.

Expansion demand, replacement demand and total requirement 2004-2014

- Another 150,000 jobs are expected to be lost from the sector over the next decade, half of which will be amongst the Skilled Trades Occupations.
- Despite the general decline across the sector, total requirement is still positive for all occupational groups with the exception of Elementary Occupations where the net loss in jobs over the next 10 years just outweighs the replacement demand requirement.

Total requirement by SOC2000 major group: 2004-2014

![Chart showing employment trends]

3.7 Energy & Utility Skills

Web: www.euskills.co.uk

Sector description:
Electricity, gas, waste management and water industries

SIC codes: 37, 40.1, 40.2, 41, 51.54, 51.55, 60.3, 90

Sector coverage:
The industries comprising Energy & Utility Skills form the top tier of the UK’s energy and utility supply pyramid representing all facets of the creation and delivery of electricity, fuel for heat, water, the removal of waste water and the waste management sector. Energy & Utility Skills also has an interest in gas fitters who are covered by Summitskills SSc.
Expansion demand, replacement demand and total requirement 2004-2014

- Total requirement is positive for all occupational groups over the next 10 years, with replacement demands dominating by a factor of 10-to-1 the recruitment requirements in this sector.

Total requirement by SOC2000 major group: 2004-2014

Private training providers are often used by employers to deliver training to their staff. Satisfaction levels with these providers are significantly higher than for Further Education colleges. The ability to respond quickly to the needs of employers is one aspect that seems to contribute to these increased satisfaction levels. In addition, specialised training providers were often created out of the closure of many in-company training centres.

3.8 ConstructionSkills

Web: [www.constructionskills.net/](http://www.constructionskills.net/)

Sector description:
Development and maintenance of the built environment.

SIC codes: 45.1, 45.2, 45.3, 45.32, 45.34, 45.4, 45.5, 71.32, 74.2

Sector coverage:
ConstructionSkills covers a wide range of sectors in the development and maintenance of the built environment. It includes: housebuilding (public and private); infrastructure (roads, railways and utilities); non-residential building in the private sector (schools and colleges, hospitals, offices); industrial building by the private sector (factories, warehouses); commercial building by the private sector (offices, shops, entertainment, health and education); architects. In addition the sector covers repair and maintenance work in all sectors. As well as work performed by construction contractors, the sector covers the renting of construction machinery and professional and design work in consultancies (engineering, architecture and surveying). It does not cover those doing construction work in other sectors, for example, public administration, real estate or building engineering services (plumbing and electrical contracting).
Learning and Qualification Framework
Consultation with employers, unions and providers indicated that:

- The current apprenticeship framework is not perceived as meeting the needs of either the industry or the individual
- Current structure of NVQs is seen to be too inflexible – there is a great support for a more unitized approach
- Assessment regimes need to be more flexible and user friendly without losing the necessary rigour
- There is a lack of a clear, flexible education-career ladder from school based programmes through initial skills formation at FE and HE level to ongoing CPD to support Lifelong Learning.

**Expansion demand, replacement demand and total requirement 2004-2014**

- Because of the dominance of Skilled Trades Occupations in total employment, the total requirement for this occupational group is large – almost one quarter of a million new recruits will be needed in this occupational class over the next 10 years.
- Proportionately, recruitment amongst Managers & Senior Officials, Professionals and Associate Professional & Technical Occupations is also set to be strong over the next 10 years.

3.9 **SummitSkills**

Web: [www.summitskills.org.uk](http://www.summitskills.org.uk)

**Sector description:**
Building services engineering (electro-technical, heating, ventilation, air conditioning, refrigeration and plumbing).

SIC codes: 45.31, 45.33, 52.72

**Sector coverage:**
Electro-technical, heating, ventilation, air conditioning, refrigeration and plumbing industries.

**Expansion demand, replacement demand and total requirement 2004-2014**

- Total employment in SummitSkills is projected to remain fairly constant over the next decade, although small net decreases are forecast amongst the Machine & Transport Operatives and Elementary Occupations.
- Total requirements are positive for all except for Elementary Occupations.
SKILLS REQUIREMENTS

- A small number of employers in the South East have identified a need for communication and IT skills.
- 40% did not identify any further skills than current levels.
- 67% did not train their supervisory or management staff—this may be impacting adversely on productivity.
- Day release creates a problem for some employers—distance learning may be a solution.
- Whilst some firms mentioned legislation and technology, 91% of employers did not foresee any future skills requirements for their company.

3.10 Automotive Skills

Web: www.automotiveskills.org.uk

Sector description:
The retail motor industry.

SIC codes: 50.1-50.4, 71.1

Sector coverage:
All businesses and people involved in the sales, maintenance and repair of new and used vehicles including passenger cars, motorcycles, commercial vehicles, light and heavy trucks and specialist vehicles throughout the UK. It comprises: providers of servicing, maintenance, repair and valeting services, bodyshops (repairers, rebuilders and refinishers), vehicle inspection and MOT testing, specialist sellers and fitters of parts, accessories, and motor fuels, vehicle rental, leasing and fleet management and insurance, roadside assistance and recovery.

Expansion demand, replacement demand and total requirement 2004-2014
- Total requirements are positive for all occupational groups.
- In absolute terms, total requirement is high in Sales & Customer Service Occupations which will require 60,000 new recruits over the next 10 years, representing 50% of current employment in this occupational group.
Overall analysis indicates that across skills at all levels

- The need for skills at NVQ 3 in technical areas
- The need for management skills, including man-management
- The importance of technical skills as vehicle technology increases
- The importance of improving the image of the sector
- The need for soft and customer facing skills.

3.11 Skillsmart Retail

Web: www.skillsmartretail.com

Sector description:
Retail.

SIC codes: 52.1-52.6

Sector coverage:
Retail.

Commentary:

Employment composition by gender and status
- Skillsmart Retail is the largest of the 25 SSCs, and currently covers more than 3 million workers, representing more than 10% of total employment.
- Skillsmart Retail has the highest proportion of part-time workers amongst all SSCs. In 2004, almost 55% are employed part-time, and this proportion is set to increase still further over the next decade.
- Women working part-time make up 40% of total employment in the sector.
The development of Management and Leadership skills are key priorities for the store managers of larger multiple retailers. Many of these are dealing with large operations and require a diverse range of commercial, process and people management skills. For sales staff, Customer handling skills, Communication skills, Problem solving skills, Planning and ability to organize, Team working.

3.12 People 1st

Web: [www.people1st.co.uk](http://www.people1st.co.uk)

Sector description:
Hospitality, leisure, travel and tourism.

SIC codes: 55.1, 55.21, 55.23, 55.3-55.5, 63.3, 92.33, 92.71

Sector coverage:
Hotels, restaurants, pubs, bars and nightclubs, contract food service providers, membership clubs, events, gambling, travel services, tourist services, visitor attractions, youth hostels, holiday parks, self-catering accommodation, hospitality services.

Expansion demand, replacement demand and total requirement 2004-2014
- Future employment growth is expected to be rather slower than that experienced in the recent past, although the sector is still expected to expand by more than 150,000 new jobs in the next decade.
- Total requirement is 1 million new recruits to the sector over the next 10 years, with 260,000 in Managerial Occupations and 290,000 in Elementary Occupations.
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.

3.13 GoSkills

Web: www.goskills.org

Sector description:
Passenger transport

SIC codes: 60.1, 60.21-60.23, 61, 62.1, 62.2, 63.2, 80.41

Sector coverage:
Aviation (airports, operators and ground services), chauffeurs, coaches both scheduled and non-scheduled, community bus services, driving instructors, private hire vehicles, scheduled bus services, taxis, trams, and transport planners. GoSkills is in discussions with car parking, bus lane and congestion charge enforcement interests over the possible inclusion of car parking within their scope and also talking to leading trade bodies in the merchant navy and ports industries.

Expansion demand, replacement demand and total requirement 2004-2014

- Employment is projected to be fairly static over the next decade in this sector, but full-time employee jobs will be replaced by part-time employment, and male jobs will be replaced by female employment. These trends are similar to those expected amongst employment covered by Skills for Logistics.
- Part-time employment is predicted to expand from 9% of employment to 14% over the next 10 years, while female workers are anticipated to increase their share from 19% to 27% of employment by 2014.
- Total requirements are positive for all occupational groups since replacement demands dominate small net changes in each occupational group.
Skills needs:

- Shortage of qualified staff in engineering, maintenance and driver occupations
- Greatest future skills needs are in customer service, communication & driving skills
- Sole traders and micro-businesses find it hard to engage in traditional training methods that require time away from the job and associated loss of income

3.14 Skills for Logistics

Web: www.skillsforlogistics.org

Sector description:
Freight logistics industry.

SIC codes: 60.24, 53.1, 63.4, 54.1

Sector coverage:
Freight transport by road, storage and warehousing, activities of other transport agencies, courier services, air freight (other scheduled air transport), rail freight (other transport via railways), freight inland sea and coastal water transport.

Expansion demand, replacement demand and total requirement 2004-2014

- Total employment in this sector is expected to remain at about 800,000 workers over the next decade.
- The composition of employment is expected to change however, with an increasing share of part-time jobs (and a corresponding decreasing share of full-time jobs), and an increasing share of jobs held by women (with a decreasing share of jobs held by men). These trends are similar to those forecast for the GoSkills sector.
- It is projected that part-time employment will increase from 14% to 20% of total employment in this sector by 2014, while women will increase their share of employment from 22% to 30% over the same period.
- Total requirement is in excess of 250,000 new recruits to this sector over the next 10 years.
Future Skills Needs

- Technical skills, such as computer literacy, cost control and performance management;
- Personal skills, such as commercial acumen, communication, networking and team-building;
- Expert knowledge, covering legislation, health and safety, languages and customer priorities;
- Management skills of various kinds.

3.15 Financial Services Skills Council

Web: www.fssc.org.uk

Sector description:
Financial services industry.

SIC codes: 65-67

Sector coverage:
Banks, retail and wholesale, building societies, leasing, investment and unit trusts and venture capital, life insurance, non-life insurance, insurance brokers, administration of financial markets, pension funding, independent Financial Advisers, unit trust companies, fund managers, asset managers, stockbrokers, actuaries, loss adjustors, stockbrokers, fund management.

Expansion demand, replacement demand and total requirement 2004-2014

- While there is anticipated to be little net change in employment in this sector over the next 10 years, replacement demands are such that total recruitment will exceed 450,000 workers in the period to 2014.
- This includes 80,000 Managers & Senior Officials, and over 100,000 Professionals and Associate Professional & Technical workers.
Future Skills Needs:
1. Better prepared, fully literate and numerate school leavers & graduates
2. Clearer entry routes into the industry and flexible pathways
3. Need for incentives to employees and employers to pay for professional qualifications
4. Need for better developed managers with adequate business and interpersonal skills.
5. Need for professional and technical staff to become better communicates and promote and understand customer service need.

3.16 Asset Skills

Web: [www.assetskills.org](http://www.assetskills.org)

Sector description:
Property, housing, cleaning and facilities management.

SIC codes: 70, 74.7
(NB: Facilities Management as an industry is included in SIC 70, but it is also an occupation employed across many industries and so is not fully represented through this SIC code. Some social housing management activity also falls within SIC 8531 (Social work activities with accommodation) which is included in SSC Skills for Care and Development.)

Sector coverage:
All businesses and people involved in the maintenance and development of the built environment, including some surveyors; property managers; residential estate agents; caretakers; facilities management professionals; cleaners; town planners; letting agents and local authorities and social housing managers.

Expansion demand, replacement demand and total requirement 2004-2014
- Employment is anticipated to increase by 13% over the next 10 years, with growth in almost all occupational groups.
- Total requirement for the next 10 years is almost 500,000 workers, representing almost 50% of current employment levels.
The priorities for action are set out below under the following headings:

- Customer service training for the sector as a whole
- Qualification frameworks that reflect the workplace
- Delivering functional ICT skills to the sector as a whole
- The delivery of management upskilling throughout the sector
- Focusing resource to mirror demand in London, the South East and East of England
- Delivering Adult Literacy, Language and Numeracy in the Workplace
- Delivering pathways to learning for those most disadvantaged in the workforce
- Raising the profile of the sector
- Addressing workforce retention issues
- Increasing our understanding of the sector

3.17 e-skills UK

Web: www.e-skills.com

Sector description:
Information technology, telecommunications and contact centres.

SIC codes: 22.33, 64.2, 72, 74.86
(NB: e-skills UK also covers IT and telecom professionals across all industries.)

Sector coverage:
Information technology, telecommunications and contact centres.

Expansion demand, replacement demand and total requirement 2004-2014

- Employment is expected to increase by more than 20% in the next 10 years, representing more than 200,000 new jobs.
- As a consequence, the total requirement in this sector is proportionally greater than in any other SSC. In total, recruitment equivalent to almost 3-in-5 of the current workforce will be required over the next decade, with 500,000 new appointments to the sector required to meet demand.
- Total requirements are strongly positive for all occupational groups – reflecting strong expansion demand for most groups.
3.18 Central Government (in development)

Web:

**Sector description:**
Central Government.

SIC codes: 75.1, 75.21, 75.22, 75.25, 75.3
(NB: Most of the SIC codes also incorporate local government employees.)

**Sector coverage:**
Central government employers comprise all Government departments, executive agencies and non-departmental public bodies in the UK.

**Expansion demand, replacement demand and total requirement 2004-2014**
- Total employment in this sector is forecast to remain relatively constant over the next decade, and its composition to remain relatively unchanged.
- Despite forecast falls in the number of Administrative, Clerical & Secretarial workers, and amongst those in Elementary Occupations, total requirements are positive for all occupational groups given the scale of replacement demands.
- Total requirement is projected to be approximately 400,000 for this sector over the period to 2014.
Expansion demand, replacement demand and total requirement 2004-2014

- Employment covered by the Skills for Justice SSC is forecast to decline very slightly over the next decade.
- The Administrative, Clerical & Secretarial Occupations group is forecast to decline over the next 10 years. In 1994 this group accounted for 27% of employment in this sector, while by 2014, it is projected to comprise less than 20% of total employment.
- However, replacement demands ensure that total requirements are positive in all occupational groups.
3.20 Lifelong Learning UK

Web: www.lifelonglearninguk.org

Sector description:
Community based learning and development, further education, higher education, library and information services, work-based learning.

SIC codes: 80.22, 80.3, 80.42, 62.51

Sector coverage:
Employers who deliver and/or support the delivery of lifelong learning, including community-based learning and development, further education, higher education, library and information services and work-based learning.

Expansion demand, replacement demand and total requirement 2004-2014
- Lifelong Learning UK has a comparatively high replacement demand ratio of 40% of current employment for the next 10 years, which is the highest – together with Skills for Care and Development – of all the SSCs.
- This high replacement demand is driven by replacement demand equivalent to 42% of current employment levels in the Professional Occupations group which dominates overall employment in the sector.
- Almost 300,000 new recruits will be required in this occupational group in order to meet expected demand over the period to 2014.

Total requirement by SOC2000 major group: 2004-2014

With professional occupations forecast to make up more than half of the lifelong learning workforce by 2016, coupled with forecast growth in particular professional occupations such as FE and HE academics, it is perhaps unsurprising to find parallel growth forecast for the number of professionals holding higher degrees (at NVQ level 5). Forecast growth is concentrated in the HE workforce, with slower growth forecast for the workforce within FE and CLD (ACL). The number of associate professional and technical occupations holding first/foundation degrees and higher degrees is also forecast to grow (Wilson et al., 2006).
3.21 Skills for Health

Web: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

**Sector description:**
All staff groups working in NHS, independent and voluntary health organisations.

**SIC codes:** 85.1

**Sector coverage:**
Skills for Health represents the four UK health departments, all key stakeholders within the health sector, and has close working relationships with similar bodies working in related sectors such as social care.

**Expansion demand, replacement demand and total requirement 2004-2014**
- Skills for Health has a comparatively high replacement demand ratio, and coupled with the forecast expansion in employment, these give this SSC a total recruitment requirement for the next 10 years of almost 53% of current employment.
- Total requirement is in excess of 60% of current employment levels for Managers & Senior Officials and in Professional Occupations, since these two occupational groups are forecast to grow strongly over the next decade in both levels and shares of total employment in the sector.
- In terms of the level of recruitment, total requirement for the sector is forecast to be in excess of 1 million new workers over the period to 2014.

**Total requirement by SOC2000 major group: 2004-2014**

3.22 Skills for Care and Development

Web:

**Sector description:**
Social care including children, families and young children.

**SIC codes:** 85.3

**Sector coverage:**
Social care policy is fully devolved to each of the four countries. The scope of the sector is defined by legislation in each of the countries, with some differences for the devolved administrations. It is anticipated that differences in the sector footprints will continue as services evolve to meet specific needs and changing legislative frameworks in individual countries.

The current scope of the sector is: children’s homes; care homes; domiciliary care and support agencies; day centres and services; social work; fostering agencies and services; and foster carers; nurse agencies; adoption services; personal assistants employed by or on behalf of direct payments. Additionally, some additional workforces included in some, but not all, of the statutory remits of the country organisations concerned with: early years; secure and offender accommodation; child day care; education welfare; child minding; community justice; supported housing.
Expansion demand, replacement demand and total requirement 2004-2014

- Skills for Care and Development has the highest replacement demand ratio at 40% of current employment over the next 10 years of all the SSCs, matched only by Lifelong Learning UK.
- Employment in this sector is forecast to grow by almost 10% over the next decade.
- The high replacement demand ratio together with the forecast expansion in employment together give this SSC a total recruitment requirement for the next 10 years of almost 50% of current employment levels.
- Amongst Managers & Senior Officials, Professionals and Personal Service Occupations, total requirements are in excess of 60% of current employment levels.

Total requirement by SOC2000 major group: 2004-2014

- Management and leadership, including professional management capability
- Capacity building and managing transitions arising from the changing service models, including the need for commissioning skills
- Achievement of gateway qualifications to meet regulatory frameworks and Continuing Professional Development (CPD) to support re-registration
- Development of specialist expertise
- Skills to work flexibly in integrated service models, partnership and shared learning.
- A need for learners to have improved and simplified access to appropriate qualifications, which are demand-led

3.23 Skillset

Web: www.skillset.org

Sector description:
Broadcast, film, video, interactive media and photo imaging.

SIC codes: 22.32, 24.54, 74.81, 92.1, 92.2
(NB: Interactive media, the largest sector in scope to Skillset, is not separately coded within the SIC. In addition, photo imaging is spread across a range of SIC codes. Consequently, the data presented for Skillset should be interpreted with care.)

Sector coverage:
Broadcast, film, video, interactive media and photo imaging.

Expansion demand, replacement demand and total requirement 2004-2014

- Proportionally, Skillset is expected to grow more rapidly over the next 10 years than any other SSC with the exception of e-Skills UK. The Working Futures projections forecast a growth of almost 20% in employment in its core business sectors over the period 2004-2014.
- As a consequence, the total requirement in this sector is very high – workers equivalent to 55% of current employment levels will need to be recruited over the next 10 years.
Future Skills Needs

- managing the integration of traditional media and emerging technology cultures within one company;
- presentation and pitching skills related to company promotion to potential investors;
- the management and exploitation of IP;
- the management of product development and market entry into new market segments;
- brokering deals;
- outsourcing and the development of strategic partnerships.

3.24 Creative and Cultural Skills

Web: www.ccskills.org.uk

Sector description:
Arts, museums and galleries, heritage, crafts and design.

SIC codes: 22.14, 22.31, 36.3, 74.4, 92.31, 92.32, 92.34, 92.4, 92.52

Sector coverage:
The sub sectors covered by Creative & Cultural Skills SSC are:
- The Arts - music, the performing arts, visual arts and literary arts;
- Cultural Heritage - museums, galleries and heritage organisations;
- Craft - including designer makers of contemporary crafts, covering over 60 specialist trades and occupations;
- Design - specialist consultancies covering graphic, spatial and domestic products.

Expansion demand, replacement demand and total requirement 2004-2014
- Employment is projected to increase by 15% in this sector over the next decade.
- As an expanding sector, and coupled with a comparatively high replacement demand ratio, the total requirement in this sector is equivalent to more than 50% of current employment for the period 2004-2014.
- In total, more than 200,000 new appointments can be expected to be made in this sector over the next 10 years.
Main Skills Needs

- Negotiation
- Business Skills/Professionalism
- Management
- Selling Skills/Marketing and PR
- Information Technology
- Leadership

3.25 SkillsActive

Web: www.skillsactive.com

Sector description:
Active leisure and learning.

SIC codes: 55.22, 92.6, 93.04

Sector coverage:
Sport, recreation, children’s play, health and fitness, outdoor education, training, caravans, recreation and adventure.

Expansion demand, replacement demand and total requirement 2004-2014

- Employment in this sector is expected to grow by more than 10% over the next decade. All of this growth will be in full-time, predominantly male, employment.
- Together with a relatively high replacement demand ratio, this forecast growth in total employment gives a total requirement for this SSC equivalent to almost 50% of current employment levels, with 170,000 new recruits to the sector required to meet demand over the next 10 years.
- Amongst Managers & Senior Officials, and Professional Occupations, total requirements are in excess of 70% of current employment levels in these two occupational groups.
3.26 Non-SSC1: Primary

**Sector description:**
Non-SSC primary sector employers which come under the responsibility of the SSDA.

**SIC codes:** 05.01, 15.92, 16, 20, 22.11-22.13, 22.15, 26.21-26.25, 26.3, 27.1-27.3, 28.4, 36.1, 36.2, 36.4-36.6

**Sector coverage:**
Fishing, tobacco, wood, publishing, ceramics; metal manufacturing, manufacturing of furniture, jewellery, sports equipment and games.

**Expansion demand, replacement demand and total requirement 2004-2014**
- Total employment accounted for by the industries included in this grouping is falling, and is expected to continue to fall, over the next 10 years.
- However, total requirements are still positive for all but Elementary Occupations.

**Total requirement by SOC2000 major group: 2004-2014**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Non-SSC1: Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>managers</td>
<td></td>
</tr>
<tr>
<td>professional</td>
<td></td>
</tr>
<tr>
<td>assoc. pref &amp; tech</td>
<td></td>
</tr>
<tr>
<td>admin, clerical &amp; sec</td>
<td></td>
</tr>
<tr>
<td>skilled trades</td>
<td></td>
</tr>
<tr>
<td>personal services</td>
<td></td>
</tr>
<tr>
<td>sales etc</td>
<td></td>
</tr>
<tr>
<td>operatives</td>
<td></td>
</tr>
<tr>
<td>elementary</td>
<td></td>
</tr>
</tbody>
</table>

**Graph:**
- Green: Expansion demand
- Red: Replacement demand
- Yellow: Total requirement

**Diagram:**
A bar chart showing the total requirement by SOC2000 major group for 2004-2014.
3.27 Non-SSC2: Wholesale/Retail

Sector description:
Non-SSC secondary sector employers which come under the responsibility of the SSDA.

SIC codes: 51.11-51.15, 51.17-51.23, 51.25-51.37, 51.39, 51.43-51.53, 51.56-51.60, 52.73, 52.74

Sector coverage:
Wholesale agents; wholesale agricultural products including seeds, grains, flowers and plants, food and dairy products.

Expansion demand, replacement demand and total requirement 2004-2014
- Total requirements are in excess of 450,000 new recruits to this sectoral grouping over the next 10 years.
- Total requirements are positive for all occupational groups.

Total requirement by SOC2000 major group: 2004-2014

![Graph showing employment by SOC2000 major group]

3.28 Non-SSC3: Business and Public Services

Sector description:
Non-SSC business and public service sector employers which come under the responsibility of the SSDA.

SIC codes: 62.3, 71.2, 71.31, 71.33, 71.34, 71.4, 73, 74.1, 74.3, 74.5, 74.6, 74.82, 74.85, 74.87, 80 10, 80.21, 91, 92.72, 93.02, 93.03, 93.05

Sector coverage:
Rental; research and development (R&D); other business activities; primary and secondary education; membership organisations; hairdressing; funeral directors.
Summary of Projected Skills Needs for UK as a Whole UK – Almanac 2007

Some sectors of the economy use a particularly high proportion of Managers and Senior Officials, as shown in Table 1.15; this is particularly true of the Wholesale trade sector and Computer and related activities. At the opposite end of the scale, both Education; and Health and social work have a relatively low management density, but if the analysis were to include professionals also, both sectors would move significantly further up the rankings.

Table 1.24: Proportion of establishments training managers, England (% of total)

<table>
<thead>
<tr>
<th>Sector</th>
<th>% of total establishments**</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, hunting, forestry, fishing</td>
<td>16</td>
<td>(26)</td>
</tr>
<tr>
<td>Mining and quarrying</td>
<td>45</td>
<td>(6)</td>
</tr>
<tr>
<td>Food, drink and tobacco</td>
<td>43</td>
<td>(7)</td>
</tr>
<tr>
<td>Textiles and textile products</td>
<td>20</td>
<td>(22)</td>
</tr>
<tr>
<td>Wood, pulp and paper products</td>
<td>16</td>
<td>(25)</td>
</tr>
<tr>
<td>Publishing, printing and reproduction of recorded media</td>
<td>18</td>
<td>(24)</td>
</tr>
<tr>
<td>Cokes, petrol, nuclear fuel, chemicals, rubber, plastics, glass, ceramics and cement</td>
<td>37</td>
<td>(8)</td>
</tr>
<tr>
<td>Basic metals and fabricated metal products</td>
<td>21</td>
<td>(20)</td>
</tr>
<tr>
<td>Machinery, electrical and optical equipment</td>
<td>34</td>
<td>(10)</td>
</tr>
<tr>
<td>Transport equipment</td>
<td>26</td>
<td>(14)</td>
</tr>
<tr>
<td>Furniture, jewellery, musical instruments, sports goods, games and toys; recycling</td>
<td>22</td>
<td>(19)</td>
</tr>
<tr>
<td>Electricity, gas, water supply</td>
<td>45</td>
<td>(5)</td>
</tr>
<tr>
<td>Construction</td>
<td>15</td>
<td>(27)</td>
</tr>
<tr>
<td>Sale, maintenance and repair of motor vehicles; fuel retail</td>
<td>19</td>
<td>(23)</td>
</tr>
<tr>
<td>Wholesale trade</td>
<td>24</td>
<td>(18)</td>
</tr>
<tr>
<td>Retail trade</td>
<td>27</td>
<td>(13)</td>
</tr>
<tr>
<td>Hotels, restaurants</td>
<td>31</td>
<td>(11)</td>
</tr>
<tr>
<td>Transport</td>
<td>26</td>
<td>(15)</td>
</tr>
<tr>
<td>Post and telecommunications</td>
<td>36</td>
<td>(9)</td>
</tr>
<tr>
<td>Financial services</td>
<td>49</td>
<td>(4)</td>
</tr>
<tr>
<td>Real estate; housing and research and development</td>
<td>28</td>
<td>(12)</td>
</tr>
<tr>
<td>Computer and related activities</td>
<td>21</td>
<td>(20)</td>
</tr>
<tr>
<td>Law, accounting, architecture and other business activities nec</td>
<td>24</td>
<td>(16)</td>
</tr>
<tr>
<td>Public admin and defence; compulsory social security</td>
<td>76</td>
<td>(1)</td>
</tr>
<tr>
<td>Education</td>
<td>71</td>
<td>(2)</td>
</tr>
<tr>
<td>Health and social work</td>
<td>62</td>
<td>(3)</td>
</tr>
<tr>
<td>Community, social, personal service activities</td>
<td>24</td>
<td>(17)</td>
</tr>
<tr>
<td>Whole economy</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

** Percentages have been rounded, but rankings reflect accurate values
<table>
<thead>
<tr>
<th>SOC2000 sub-major group</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Corporate managers</td>
<td>Corporate managers and senior officials; production managers; functional managers; quality and customer care managers; financial institution and office managers; managers in distribution and storage; protective service officers; health and social services managers</td>
</tr>
<tr>
<td>12 Managers/proprietors in agriculture and services</td>
<td>Managers in farming, horticulture, forestry and fishing; managers and proprietors in hospitality and leisure services; managers and proprietors in other service industries</td>
</tr>
<tr>
<td>21 Science and technology professionals</td>
<td>Engineering professionals; information and communication technology professionals</td>
</tr>
<tr>
<td>22 Health professionals</td>
<td>Health professionals, including medical and dental practitioners and veterinarians</td>
</tr>
<tr>
<td>23 Teaching and research professionals</td>
<td>Teaching professionals, including primary and secondary school teachers and higher and further education lecturers; research professionals (scientific)</td>
</tr>
<tr>
<td>24 Business and public service professionals</td>
<td>Legal professionals; business and statistical professionals; architects, town planners, and surveys; public service professionals; librarians and related professionals</td>
</tr>
<tr>
<td>31 Science and technology associate professionals</td>
<td>Science and engineering technicians; draughtspersons and building inspectors; IT service delivery occupations</td>
</tr>
<tr>
<td>32 Health and social welfare associate professionals</td>
<td>Health associate professionals, including nurses and other paramedics; therapists; social welfare associate professionals</td>
</tr>
<tr>
<td>33 Protective service occupations</td>
<td>Protective service occupations</td>
</tr>
<tr>
<td>34 Culture, media and sports occupations</td>
<td>Artistic and literary occupations; design associate professionals; media associate professionals; sports and fitness occupations</td>
</tr>
<tr>
<td>35 Business and public service associate professionals</td>
<td>Transport associate professionals; legal associate professionals; financial associate professionals; business and related associate professionals; conservation associate professionals; public service and other associate professionals</td>
</tr>
<tr>
<td>41 Administrative and clerical occupations</td>
<td>Administrative/clerical occupations; government and related organisations; finance; records; communications; general</td>
</tr>
<tr>
<td>42 Secretarial and related occupations</td>
<td>Secretarial and related occupations</td>
</tr>
<tr>
<td>51 Skilled agricultural trades</td>
<td>Agricultural trades</td>
</tr>
<tr>
<td>52 Skilled metal and electrical trades</td>
<td>Metal forming, welding and related trades; metal machining, fitting and instrument making trades; vehicle trades; electrical trades</td>
</tr>
<tr>
<td>53 Skilled construction and building trades</td>
<td>Construction trades; building trades</td>
</tr>
<tr>
<td>64 Other skilled trades</td>
<td>Textiles and garment trades; printing trades; food preparation trades; skilled trades n.e.c.</td>
</tr>
<tr>
<td>61 Caring personal service occupations</td>
<td>Healthcare and related personal services; childcare and related personal services; animal care services</td>
</tr>
<tr>
<td>62 Leisure and other personal service occupations</td>
<td>Leisure and other personal service occupations; hairdressers and related occupations; housekeeping occupations; personal service occupations n.e.c.</td>
</tr>
<tr>
<td>71 Sales occupations</td>
<td>Sales assistants and retail cashiers; sales related occupations</td>
</tr>
<tr>
<td>72 Customer service occupations</td>
<td>Customer service occupations</td>
</tr>
<tr>
<td>81 Process plant and machine operatives</td>
<td>Process operatives; plant and machine operatives; assemblers and routine operatives</td>
</tr>
<tr>
<td>82 Transport and mobile machine drivers and operatives</td>
<td>Transport drivers and operatives; mobile machine drivers and operatives</td>
</tr>
<tr>
<td>91 Elementary occupations; trades, plant and machine related</td>
<td>Elementary occupations; agricultural trades related; process and plant related; mobile machine related</td>
</tr>
<tr>
<td>92 Elementary occupations; clerical and services related</td>
<td>Elementary occupations; clerical related; personal services related; cleansing services; security and safety services; sales related</td>
</tr>
</tbody>
</table>