



CabinetOffice

Quality Skills, Quality Services: One Year On

**Making
government
work better**

Foreword



When *Quality Skills, Quality Services* was published in December 2008, it was a demonstration of our focus on how skills can drive up the quality of public services. Since then an enormous amount of progress has been made. The national skills strategy, *Skills for Growth*, highlighted the importance of investing in skills as part of our plan for economic recovery.

We have launched Backing Young Britain, a rallying call to businesses, charities, employers and government bodies to create more opportunities for young people. UKCES's strategic skills audit has emphasised the importance of developing economically valuable skills.

The Public Services Forum, which commissioned its Learning and Skills Task group to produce the original report, *Quality Skills, Quality Services*, has launched the *Principles of Good Employment Practice*, guidance for employers and trade unions on how best to support the public sector workforce and deliver world class public services whilst tackling the challenges of the economic downturn.

This *One Year On* report, produced by the Cabinet Office, is an overview of key achievements by Government, public service

employers and trade unions since the PSF report was published, in support of each of the six themes identified in the PSF report.

It is also an opportunity to take stock, against these achievements, of the challenges that remain as we work with and through our partners to build on the changes already underway. This principle of joint working is at the heart of the success of the Public Services Forum as Government, trade unions and public and private sector employers share best practice and work together to tackle the challenges.

Our vision is for a public service workforce that achieves its full productivity potential, has high professional standards and is engaged, empowered and motivated. Through investment in skills we can deliver the highest quality public services that are so essential to improving the quality of life of all our citizens.

This emphasis on skills is vital in a fiscal environment that requires public services to work efficiently and effectively, even at a time when demands on those services might increase. We are working to develop a public service workforce that can meet those demands with innovation and creativity, one that is equipped to develop new skills, that taps into the diversity of talent within the wider labour market and widens opportunities for new generations of workers as well as supporting older workers to adapt, modernise and flexibly use their skills.

I look forward to the next phase of this work, as Government, employers and trade unions build on the achievements in this report and prepare to address the challenges together.

A handwritten signature in black ink that reads "Tessa Jowell".

Rt Hon Tessa Jowell MP

Minister for the Cabinet Office, the Olympics, London, and Paymaster General

Acknowledgements

The Cabinet Office Workforce Reform Team would like to thank all those who have contributed to this report. This has included the Public Services Forum partners, colleagues from central government departments, employer organisations and trades unions:

Department for Business, Innovation and Skills

Department for Children, Schools and Families

Department for Communities and Local Government

Department for Work and Pensions

Department of Health

Government Equalities Office

Government Skills

Improvement and Development Agency for local government

Investors in People UK

Learning and Skills Council

Local Government Employers

London Borough of Barking and Dagenham

National Apprenticeships Service

National School of Government

NHS Employers

Office of Government Commerce

Prime Minister's Delivery Unit

Skills for Care

Skills for Health

Trades Union Congress

UK Commission on Employment and Skills

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Executive Summary

1. In December 2008, the Public Service Forum (PSF)¹ Task Group published their report on Skills “Quality Skills, Quality Services”. The full report and recommendations can be found at this link:
http://www.cabinetoffice.gov.uk/media/211487/quality_skills.pdf
2. The Task Group’s report covered six themes:
 - 1) public services and the economic downturn
 - 2) procurement, contracted-out
 - 3) services, commissioning and Personalised Services
 - 4) the Skills Pledge and Train to Gain
 - 5) Apprenticeships
 - 6) leadership and management
 - 7) the role of trade unions
3. In March 2009, the then Chair of the PSF agreed to commission the Cabinet Office to prepare a report responding to these themes. The PSF considered a summary update of progress and key challenges in March 2010, and endorsed the publication of this fuller report – *Quality Skills Quality Services: One Year On* – by the Cabinet Office.
4. **There has been a great deal of progress on the skills agenda, at both national and local levels of government and through the concerted and combined efforts of**

agencies, employers and trades unions. These include:

- Clear commitments and Government policies to invest in skills as a central part of an active industrial strategy, signalled in strategies such as *New Industry, New Jobs*, and *Skills for Growth*;
- Promoting skills and apprenticeships as a key priority to be supported through the Government’s procurement programme;
- Co-ordinated campaigns such as *Backing Young Britain* to bring together business, public and voluntary organisations to provide more opportunities for young people, and the launch by the Prime Minister of the *Future Jobs Fund* – a £1 billion investment to create 205,000 jobs to benefit the community;
- A set of *PSF principles on good employment practice* that include a clear statement on the importance of continued skills investment during, and coming out of, the recession;
- Actions in local government and the NHS that have embedded skills investment and the importance of learning in workforce strategies, Local Area Agreement priorities, the NHS constitution and practical co-funding arrangements such as the NHS Joint Investment Framework (JIF);
- Research, tools and practical resources for employers in social care, through the work of Skills for Health and Skills for Care, to understand the potential implications

¹ The PSF was formed in 2003 to improve dialogue between government, trade unions and public service employers, and it supports and encourages principles of partnership, workforce involvement and public service improvement.

of greater personalisation of public services, supporting the *Strategy for the Adult Social Care Workforce in England, published in 2009*;

- Good progress against the aspiration of 8 million employees to be covered by the Skills Pledge. Over 25,000 employers have made the Pledge, covering nearly 7.5 million employees;
 - Legislation passed for the right to request time to train from April 2010 and a strong track record of achievement in local government for example in winning Investor in People status;
 - Increasing growth in apprenticeship places including across the civil service, local government and in health and actions to improve the diversity of apprentices across all sectors;
 - Actions to improve the quality of leadership and management in public services and to develop the leadership skills required to drive high performance, deliver excellent services and support innovation and economic growth;
 - Harnessing the Union Learning Fund to encourage and support unions to develop their strategies on learning and skills.
5. **However, there is still work to do. Future actions and challenges include:**
- Identifying barriers to more innovative use of procurement to promote skills and the means to address them;
 - Continue to address new challenges and opportunities for skills and professional development as more services are 'personalised' for customers;
 - As more employers sign the Skills Pledge, considering how best to maximise the return on employer and government investment in training.
 - Ensuring the new 'right to request time to train' is used effectively to drive appropriate access to training and is matched with employees' responsibilities to proactively make best use of training opportunities;
 - Maintaining momentum on creating and supporting apprenticeship placements including increasing diversity and access, supporting apprentices to complete placements and effectively supporting them to make the 'next steps' in their careers on completion;
 - Trade unions' and employers' to continuing constructive dialogue on the skills agenda, including ensuring union learning representatives play a key role in supporting work based learning;
6. These challenges and future actions provide an ambitious programme of work for Government and its partners in future months. The Public Services Forum will continue to review progress and, through continued dialogue and joint action, will seek constructive and practical ways of meeting these challenges, building on its work over the past five years.

Introduction

7. The Public Services Forum (PSF) Learning and Skills Task Group was established in 2006, bringing together representatives of Government, private and public sector employers and national trades unions to develop a skills action plan to meet the shared ambition of improving public services, through a better skilled workforce. Co-chaired by an employer representative of the PSF and a trade union² the Task Group's remit was to:
 - scope out major long term skills priorities for public services
 - address key public sector skills issues on a cross sector basis
 - develop an action plan for employers and trades unions to take forward that could influence the Learning and Skills Council's remit on skills
8. The Task Group published an interim report in 2007 and, following a report to the main PSF with provisional recommendations in June 2008, it commissioned a case study review of the adult social care sector to assess the appropriateness and applicability of the draft recommendations for improving workforce skills in a single sector. The final report, *Quality Skills, Quality Services*, and its companion study³, were published in December 2008. The full reports and their recommendations can be found at this link:

http://www.cabinetoffice.gov.uk/media/211487/quality_skills.pdf
9. At a meeting of the PSF in March 2009, the then Chair agreed to commission the Cabinet Office to prepare a report responding to the six themes.
10. At its March 2010 meeting, the PSF received an update on key achievements and initiatives made by Government, skills bodies, employers and trades unions in relation to the six themes, since the 2008 reports were published. Much progress has been made on the national skills agenda, but the PSF felt it was equally important to recognise that new issues had arisen since the reports were first published, and challenges still remain. Addressing these challenges would inform continued, constructive partnership working and dialogue in future months.
11. The sections that follow build on the PSF update and are drawn from contributions from Government departments, employment and skills agencies, local and national employer organisations and the TUC. They give a snapshot of achievements over the past 18 months and outline some of the key challenges remaining.

2 See Annex A for a list of Task Group members.

3 Learning and Skills in Adult Social Care: A report to the Public Services Forum's Learning and Skills Task group

Theme One: Public Services and the Economic Downturn

12. At the time the *Quality Skills, Quality Services* report was produced, the UK had just entered the recession. The Task Group was therefore concerned that public service employers were encouraged to maintain their investment in skills to both boost the capacity of public services to support individual citizens, communities and the wider economy through the recessionary period and, importantly, be ready to help maximise the benefits of the expected upturn in the economy.

13. Under this theme, the Task Group recommended that public service employers and trades unions made a public statement on the need to invest in and maintain skills, and that a clear message should be sent by Government endorsing the crucial role of public services in tough economic times.

ACTIONS AND ACHIEVEMENTS

Investing in Skills - Government strategies and commitments

14. Investing in skills is a central part of the Government's more active industrial strategy signalled in the *New Industry, New Jobs* document published in April 2009, setting out the progress we have made in embedding this more active approach and our next steps, with a strong focus on skills.

15. In support of this new approach, the Government published its national skills strategy in November 2009, *Skills for Growth*, which set out our renewed commitment to investing in the skills of the nation and ensuring

individuals, including those in the public sector, have the opportunity to develop new skills and progress in their careers and lives. It highlighted the vital role that skills must play in supporting the Government's growth plan for economic recovery.

16. Government departments, agencies, NDPBs and the armed forces are committed to delivering against a three year skills strategy: *Building Professional Skills for Government – a strategy for delivery*. The strategy covers the current comprehensive spending review years up to 2011 and has been designed to drive action across the sector, raising skills levels and supporting public service transformation. Action on skills has been delivered against three themes: professions, common action and HE and FE engagement.

17. The UK Commission for Employment and Skills also recently published its first annual national skills audit which identifies the specific skills that will be required across the economy and in particular sectors in the future.

18. The Government continues to take a leading and collaborative role in driving investment in skills and training within public services. Promoting skills and apprenticeships has been identified as a key priority to be supported through the Government's procurement programme and we are aiming to support 20,000 apprenticeships over the next three years through this route. We are also targeting an increase in the number of apprenticeship places supported in the public sector workforce.

19. An important role for Government is to coordinate action to promote the importance of investing in people. *Backing Young Britain* is a cross-government campaign bringing together business, public sector organisations and the voluntary sector to provide more opportunities to young people. All employers who have signed up to *Backing Young Britain* have pledged to offer an apprenticeship, give a young person a job or provide experience of work. Over a fifth of local authorities have publically signed up to *Backing Young Britain*, some of the hundreds of employers of all sizes who are backing the campaign.

Future Jobs Fund

20. The Future Jobs Fund (FJF) is part of the Young Person's Guarantee which was launched by the Prime Minister on 25 January 2010. All 18 to 24 year olds are guaranteed the offer of a job, training or work experience if they are still unemployed after six months.

21. Worth around £1 billion, the FJF aims to create up to 205,000 additional jobs that benefit the community, primarily aimed at 18-24 year olds. Jobs are paid at least the National Minimum Wage and are expected to last for up to six months.

22. The Fund specifically targets 50,000 jobs in unemployment hotspots and around 10,000 of the jobs are expected to be 'green' jobs. There is also an aspiration to create up to 16,000 FJF apprenticeships. To date, bids for 117,000 jobs have been approved, mostly in the public and third sectors, and thousands of young people each month are getting jobs across the country.

23. Whilst the FJF is not a training scheme, bidders are required to identify the support they are providing to help employees progress in work. This can include development programmes, mentoring, on the job training, and training through apprenticeships. FJF jobs are expected to have a positive impact on the sustainable employment prospects of individuals when they leave. To ensure this, bidders have to provide support tailored according to individual needs. Support is likely to include specific training, job-search and interview techniques, and CV writing.

PSF Principles of Good Employment Practice

24. There has been good progress, too, in collaborative public statements by all parties on the importance of skills investment during and through the economic downturn. At the March 2010 PSF meeting, the *Principles of Good Employment Practice* paper was approved. The principles have cross-sector support, backing from the trade unions and are relevant to all of the public sector as covered by the PSF. Their purpose is to promote constructive dialogue and partnership working in meeting the challenges of the economic downturn whilst continuing to deliver world-class public services.

Local government - Clear commitment and action through partnership

25. The Local Government Association's *Delivering through people: the local government workforce strategy 2010* makes a clear commitment and sets a strategic vision for councils' continuing investment in the workforce, essential

to meet the demands of the changing context facing councils in linking up their roles as major local employers, local leaders in economic development and service commissioners to the 14-19 skills agenda.

26. Tackling local unemployment is a Local Area Agreement (LAA) priority in most local areas. Reducing the numbers of 16 to 19 year olds not in employment, education or training is the top priority overall for LAA agreements. LAA priorities were set before the recession so the need to take action to help unemployed people find work is even more important for most councils now.
27. Over 100 authorities are using the Jobcentre Plus *Leading By Example* tool to help them work out how they can be do this. Jobcentre Plus also has a wide range of services and incentives and work with councils to help them fill their vacancies and support them in taking on people who may have more difficulty in finding jobs, such as people who have been unemployed for some time.
28. In December 2009, Jobcentre Plus reported that 72 per cent of authorities had signed up to Local Employment Partnerships and, in the *Local Government Workforce Survey 2009*:
- 67 per cent reported that they have schemes to support unemployed people to apply for jobs;
 - 63 per cent reported that they have schemes to support disadvantaged people gain entry

to employment in a local authority⁴.

Commitment and Skills Investment in the NHS

29. In the NHS, there is a commitment through the NHS Constitution which defines, for staff, patients and employers, a number of rights, responsibilities and pledges. It gained Royal Assent at the end of 2009. Awareness of the NHS Constitution has risen and work is in train to raise awareness further. This year, Constitution Champions will be appointed by Primary Care Trusts (PCTs) following the consultation on *Building Britain's Future*. Together, these will help to ensure that quality remains on the agenda and support to deliver the four pledges to staff is being provided by the Social Partnership Forum.
30. The Joint Investment Framework (JIF) is a co-funding initiative between Strategic Health Authorities and the Learning and Skills Council (LSC) across England brokered by Skills for Health. Based on matched funding of up to £50 million from the LSC and £50 million from the NHS on an annual basis, it has been in place for two and a half years. JIF is aimed at boosting access to training for staff in bands 1 – 4 with low, few or no qualifications to gain skills and recognised qualifications and improve user services. Staff development is synonymous with the sector's ambition for all NHS employers to make the Skills Pledge and deliver on their commitment. The emphasis on those with low, few or no qualifications is further supported by evidence from the UK Labour Force Survey which demonstrates that

4 Local Government Workforce Survey 2009

members of staff that are more highly qualified are more likely to have received training.

31. JIF is overseen by a national Health Sector Strategic Alliance (HSSA) with equivalent arrangements in each of the regions. A comprehensive evaluation was completed for the first year of the operation of the JIF. More recently, the HSSA issued an interim statement re-enforcing the importance of strong strategic working relationships and joint workforce planning arrangements. The JIF was updated in January 2010 and the current agreement comes to an end in July 2010. Work is now underway with the LSC (anticipating the transition to the Skills Funding Agency) to review the future direction of the JIF in the light of the Government's Joint Investment Programme and the emerging skills landscape.
32. Skills for Health has a strong relationship with the trade unions in England through membership of the NHS Social Partnership Forum and a Skills for Health / trades unions Joint Action Working Group (JAWG). This group was established two years ago through a Memorandum of Understanding and joint action plan. The JAWG is actively promoting the involvement of Trade Unions in a number of skills initiatives. There is commitment to actively promote continued investment in staff through wider dissemination of good practice and learning from joint initiatives.
33. In November 2009, NHS Employers published *Briefing 66: Leading the NHS workforce through to recovery* which looks at the way employers who have worked through previous challenges have adjusted their

workforces and HR strategies to meet them. It suggests improving efficiency through staff and stakeholder engagement in the shared goal of improving services rather than resorting to redundancies. It highlights the need to 'invest to save' to draw in talent, especially young people.

FUTURE ACTIONS AND CHALLENGES

- Since 2008, there has been proactive and constructive action taken by Government and by national and local employers in all sectors to continue to invest in skills and there have been strong statements that signal a commitment to maintain this investment. As pressures for greater efficiencies in public services continue, the challenge is to ensure that improving productivity and value for money in public services remains a strong part of the rationale and business case for continuing investment in skills development.
- Similarly, as public service employers seek to offer opportunities to a diverse labour market - to younger, older workers, those recently unemployed and those longer term unemployed - against a difficult fiscal background and need to improve efficiency, there may be tensions in balancing the needs of these different groups. There is a challenge to set clear human resource policies that are fit for purpose and can balance the skills requirements of all these groups, supported by appropriate training for managers charged with implementing those policies.

Theme Two: Procurement, contracted-out services, commissioning and personalised services

34. The PSF Task Group welcomed Government's statements setting out a more pro-active use of national procurement policies and other levers, to influence employer behaviour on skills investment. They were concerned that employers were supported with appropriate information and guidance to implement this more pro-active approach. In addition, having considered the study into skills in social care, the Task Group concluded that the increasing personalisation of services brought with it greater empowerment for the user but also challenges to ensure the workforce in those services had access to appropriate skills development.

35. Under this theme, the Task Group recommended that the Office for Government Commerce (OGC) and other government departments should develop guidance on procurement and skills and apply this guidance to major infrastructure projects, and that central government's *Joint Statement on Access to Skills, Trades Unions and Advice* be extended to other parts of public services. They also recommended further research into the skills implications of the personalisation of public services, specifically in relation to personal carers.

ACTIONS AND ACHIEVEMENTS

Office of Government Commerce and other Government Guidelines

36. Over the past two years, much progress has been made to support

employers and public service bodies to embed skills and apprenticeships in their procurement:

- The OGC and DIUS published a guide - *Promoting skills through public procurement* - in April 2009 giving practical guidance to procurement professionals on how they can include skills training and apprenticeship requirements in their procurement processes in a way that is consistent with EU procurement rules and value for money;
- In December 2009, OGC published a Procurement Policy Notice which provided specific apprenticeship contract conditions to be incorporated in new public contracts;
- Construction Skills have also completed a comprehensive guidance document that enables central and local Government to develop and implement an employment and skills strategy through construction procurements.

37. In addition to developing a toolkit of support for public sector bodies, the Government has set itself a challenging ambition of securing 20,000 apprenticeship places over the next three calendar years through public procurement. Underpinning this ambition, there is now a presumption that departments and arm's length bodies include apprenticeship requirements in their procurements (where relevant and consistent with value for money principles and EU procurement rules), as set out in the

recent *New Industry, New Jobs: One Year On* document.

38. Skills and apprenticeships have been identified as one of the Government's top priorities to be supported through public procurement, in addition to small and medium-sized enterprises, tackling youth unemployment and resource efficiency focusing on low carbon. In January 2010, OGC published the *Policy through Procurement Action Plan* which outlined how Government will deliver these prioritised agendas to sustain growth and economic recovery.
39. These priorities will be driven forward through support and monitoring, using defined metrics to enable the transparent tracking of progress against milestones in the action plan; and through a voluntary charter to which suppliers will be invited to commit. Engagement with public procurers and industry is underway, and the priority agendas will be catered for in OGC- and Buying Solutions-led collaborative procurement.

Promoting skills through procurement of major investment programmes

40. There are a number of examples of skills and apprenticeship requirements being incorporated into major investment programmes including Building Schools for the Future, Building Colleges for the Future, the Olympic Park and Village and through the Homes and Communities Agency's (HCA) housing programme. Over the next two years, HCA expect to create an additional 2800 apprenticeships and job opportunities through their investment programme and there are expected to be 350 apprenticeships

supported through Olympic Park and Village development.

The Cabinet Office Joint Statement on Access to Skills

41. The *Joint Statement on Access to Skills, Trade Unions and Advice in Government Contracting* was launched by the Cabinet Office on 15 July 2008. The Joint Statement aims to improve the quality of services delivered under Government contracts by raising the skills of service providers' employees and by helping to ensure fair treatment. The Joint Statement Review Steering Group undertook a six month review of the implementation of that commitment and their final report and recommendations for increasing awareness and building capability for implementation of the Joint Statement is available. Positive action has been taken by NHS and local government employers to consider how the Joint Statement on Skills can be extended to their workforces.
42. Consultation with individual local authorities has revealed that there is no objection in principle to operating according to the principles in the Joint Statement and that many councils already do so in effect through internal procedures. Some issues of detail about how the statement can be adapted to the different procurement frameworks in local government remain to be addressed but action is on-going to complete this task.
43. The Public Services Forum has agreed that the *Joint Statement on Access to Skills, Trade Unions and Advice in Government Contracting* should be extended to all new and re-let NHS contracts. To support the implementation of the extension of the

Joint Statement the *NHS standard contracts for Mental Health and Learning Disability, Ambulance Services, Acute Hospital and Community Services*, which were published in January 2010, include the following provision:

“The Provider shall have regard to the Joint Statement on Access to Skills, Trade Unions and Advice in Government Contracting, including without limitation, adopting the Government’s Skill Pledge where the Provider receives central funding for education and training.”

Service personalisation and skills in social care

44. Skills for Health has completed a piece of scoping work to research and understand the potential implications of the personalisation agenda (including personal health budgets) on the health care workforce. The main issues identified through this work are:

- The skills of the workforce will be affected significantly by moving from a traditional to a personalised service model. Specific skills gaps were identified in relation to advocacy, leadership, motivational questioning, ongoing evaluation and commissioning for personalised services;
- The emergence of new roles with a focus on supporting service users rather than directly delivering services e.g. navigator, broker or advocate;
- New approaches to training and qualifications may be required with a need to ensure that the principles of personalisation are embedded into CPD and other

development opportunities for the existing workforce.

45. Working with Skills for Care, Skills for Health is planning a programme of work aimed at developing a suite of tools and resources to support commissioners, Strategic Health Authority workforce development leads and other local partners, to commission, design and train a workforce capable of delivering world class service for long term conditions in the context of personalisation, self care and care planning. This will link to the Integrated Local Area Workforce Strategies (InLAWS) initiative – a joint programme of work between Skills for Care and the Association of Directors of Adult Social Services.

46. *Working to Put People First: The Strategy for the Adult Social Care Workforce in England* was published in April 2009. It identifies six key priorities for the social care workforce, leadership, recruitment and retention, workforce remodelling and commissioning, workforce development, joint and integrated working, raising standards and public safety. Implementation of the strategy is being taken forward in partnership with key organisations in the sector. The strategy stresses the importance of addressing the development needs of personal assistants. Implementation will include ensuring that personal assistants and others directly employed by people using services are able to access local training. Scoping work under the recruitment, retention and career pathways work stream of the strategy is currently ongoing in order to identify support and development opportunities for personal assistants. Skills for Care are working through

their Employer Engagement infrastructure to ensure that qualifications meet the needs of all workers, including personal assistants.

employees. The challenge is to balance good standards and best practice with minimum bureaucracy and burdens. Skills for Care and Skills for Health are alive to these issues and are considering appropriate responses.

FUTURE ACTIONS AND CHALLENGES

- Government and employers will continue to maximise opportunities across the whole of the public sector to open up skills training and apprenticeship opportunities through procurement, learning lessons from where this is already taking place. This should include identifying any barriers to more innovative use of procurement to promote skills, and identify new forms of commissioning or procuring services – such as through mutuals and social enterprises – which can promote skills development.
- The increasing personalisation of public services has a number of implications for the wider workforce, including the capacity of single and small employers to develop their
- employees. The challenge is to balance good standards and best practice with minimum bureaucracy and burdens. Skills for Care and Skills for Health are alive to these issues and are considering appropriate responses.
- To assess the impact of new guidance and initiatives, Government is asking departments and agencies to report regularly on their contribution to the skills agenda, and have commissioned Ipsos-MORI to conduct a wide-reaching survey of public sector bodies on their use of procurement to promote skills, which will be completed shortly.
- Work will continue to achieve the remaining Joint Statement review recommendations across the public service.

Theme Three: The Skills Pledge and Train to Gain

47. The Task Group saw an urgent need to tackle what they saw (at the time of their report) as variation in take-up of the Skills Pledge by public service employers. They also felt the eligibility criteria for access to Train to Gain for public service bodies could be clarified. They welcomed the 'right to request time to train' as a positive commitment on behalf of Government to support employers to take up learning opportunities but wanted to see more action that would ensure a culture of learning in organisations.

48. Under this theme the Task Group recommended a clearer explanation of the policy on Train to Gain access, actions to build on best practice such as the Joint Investment Framework in the NHS and more evidence that annual reviews of training and development were taking place for all employees, with actions flowing from them.

ACTIONS AND ACHIEVEMENTS

The Skills Pledge

49. There has been good progress against the aspiration of 8 million employees to be covered by the Skills Pledge by March 2010. Latest data for January 2010 reports that 25,183 employers have made the Skills Pledge covering 7 million employees:

- All civil service employers in England have made the Skills Pledge, aimed at supporting staff to gain at least a first full level 2 qualification. Each department has made and is implementing plans to fulfil its Skills Pledge commitment;

- Over 80 per cent of NHS employers have made the Skills Pledge, covering just over a million employees which include 90 per cent of Strategic Health Authorities;
- Half of local authorities have made the Skills Pledge (over 180 pledges), covering just over a million employees.

50. Ten sector skills councils have Train to Gain compacts in place providing a framework for action on skills within their footprint, including the Skills Pledge. When analysing employers who have made the Skills Pledge by sector, the highest numbers are employers within construction (10 per cent), the care sector (10 per cent) and the health sector (5 per cent). 2,771 (1 per cent) of Skills Pledges are from public sector employers, covering 3,199,838 employees (43 per cent). Following *Skills for Growth*, BIS is reviewing how to deliver support for key sectors and priority skills in the context of priorities for economic recovery and growth. The new Joint Investment Programme, for example, which will match-fund public funds with employers' own funding against specific proposals from sector skills councils addressing technician skills gaps in priority sectors, is likely to span public and private sectors where that is appropriate for the priorities in question.

Train to Gain

51. BIS is confident that the current position on Train to Gain eligibility in the public sector is clear. Central Government Departments and their agencies, unless covered by the justice sector Train to Gain Compact, are not eligible to access Government funding via Train to Gain.
52. The Government is on target to have invested £925 million in Train to Gain during 2009-10. This was an increase of almost £100m compared to planned investment in 2008-09. Demand for training increased substantially in 2009-10 reflecting growing confidence in the offer and the fact that employers continued to invest in training during the recession. Learners have started over 1.6 million Train to Gain courses since the scheme was launched in April 2006, and achieved over 1 million qualifications through Train to Gain.

Right to request time to train

53. Legislation has been passed for the right to request time to train and online guidance has been published. The right will apply across Great Britain from 6 April 2010 in organisations with 250 or more employees, including public sector organisations, then extended to all employees from 6 April 2011. It gives employees a statutory right to ask their employer to give them time to undertake relevant training, which their employers are required to seriously consider. Guidance for employees on how it works is on DirectGov:
<http://www.direct.gov.uk/timetotrain>
54. Unionlearn has invested resources to take forward a one-year project specifically to build the capacity of

trade unions, and especially union learning reps, to support employees in exercising their right to request time for training. Unionlearn is producing a guide on the new right for trade unions and this will be launched at an event on 8th April 2010. The context of the new right across public services will be a central aspect of the project and in particular how best practice can be promoted in relation to use of the right and in progressing towards universal access to annual training and development reviews for all public sector staff.

Annual reviews of training and development

55. The National Employer Skills Survey 2009 was published in March 2010 and included the question "Approximately what proportion of your staff have an annual performance review?" 64 per cent of those surveyed have an annual performance review for at least some staff.
56. Recent figures from Investors in People UK, show that over 11,000 public sector organisations representing almost 3 million employees have completed their Investors in People assessment and a further 655 representing 281,000 employees are working towards it. These include central Government, health and education bodies. Every organisation which achieves Investors in People recognition must demonstrate that there is a strategy in place for improving the organisation which is aligned to individual and team objectives. People should receive feedback which is constructive and adds value both to the organisation and employee.

57. Local government has a strong track record in achieving Investor in People status, with 82 per cent per cent of the local government workforce covered. A further 52 per cent of councils have signed up for the 'skills for life' Get On Award (recognising support for literacy, language and numeracy in the workplace) covering over a million employees. In the Local Government Workforce Survey 2009, 56 per cent of councils reported that they had Union Learning Representatives in place (up from 38 per cent in 2006).

58. All NHS staff are required to have an annual appraisal and a professional development plan and this is monitored through the staff survey. The most recent survey results (March 2010) show that 69 per cent of staff report having had an appraisal and there has also been an improvement in quality of appraisal (31 per cent against 24 per cent in 2008). In addition, the Agenda for Change system includes a Knowledge and Skills Framework that supports effective appraisal through use of that tool.

annual reviews of training and development are implemented.

- The right to request time to train is a real step forward. Now that the legislation has been passed the focus is to continue to raise awareness of the right with employees and employers to ensure that it is effective in driving appropriate access to training and contributes to a change in culture and attitude towards training and skills. With this right comes the responsibility for employees to make the best use of training and development offered to them and pro-actively seek out development opportunities where possible.

FUTURE ACTIONS AND CHALLENGES

- There has been real progress in the number of employers demonstrating commitment to improving skills among their workforce and making the Skills Pledge. It will become increasingly important to help employers think about the way they use these new and existing skills to maximise the return on employer and government investment in training.
- Similarly, employers need to continue to ensure that personal development plans agreed at

Theme Four: Apprenticeships

55. The Task Group was keen to see the public sector deliver a fair contribution to increasing the numbers of apprenticeships and do it alongside a commitment to tackle equality and diversity issues. They were concerned that innovative approaches to developing apprenticeships should be more widely publicised and that action was taken to promote opportunities for adult apprenticeships.
56. Under this theme the Task Group recommended that aspirations for the numbers of public service apprenticeships be set, that strategies be developed for using procurement guidance pro-actively to create apprenticeships, that efforts are made to increase the diversity of apprenticeships including adult places and that measures be taken to minimise the risk of non-completion of apprenticeship places.
57. Completions are also at a record high at 143,000, up 27 per cent on 2007/8. This also means Government's target of 130,000 completions by 2010/11 has been achieved two years early.
58. The civil service will achieve a year on year growth in apprenticeships and, to promote good practice, case studies on apprenticeships in the civil service are on the Government Skills website: <http://www.government-skills.gov.uk/qualifications/apprenticeships/apprenticeship-case-studies.asp>
59. While growth in apprenticeship starts and improvements in completion rates have been a welcome trend in recent years, the *World Class Apprenticeships* review, published in 2008, identified that public sector employers could do more. In February 2009, Government announced a target of 21,000 additional places for public sector Apprenticeships, to be delivered during financial year 2009-10. The National Apprenticeship Service has been at the heart of this progress and has made the public sector a top priority, with national and regional leads supporting best practice partnerships and exchanges. Sharing best practice is an important mechanism to accelerate improved performance. Over 25 public sector specific case studies are now available on the NAS website: www.apprenticeships.org.uk/Employers/Public-Sector/Case-Studies.aspx

ACTIONS AND ACHIEVEMENTS

Apprenticeships in Central Government

57. Over the past year, Government Departments and employers in the wider public sector have developed strong plans and made very significant progress in delivering on this priority.
58. There were a record 240,000 apprenticeship starts in 2008/9 across all sectors, an increase of 7 per cent on 2007/8. This included expansion of adult apprenticeships, with a record 140,000 starts for people aged 19 and over.
59. In health and social care, apprenticeship completions have been increasing steadily year on year.

In 2009-10, a sector-owned target of 5,000 new starts in apprenticeships in health has been met. This achievement was supported by an investment by the Department of Health of £25 million, channelled to Strategic Health Authorities. This was a one-off investment and it will be supported in 2010/11 with a sustainability strategy building on that success.

63. Skills for Health played a key role in this delivery, through continuing development of practical tools, support and guidance, working closely with Strategic Health Authorities and the Department of Health. Skills for Health are increasing the availability of appropriate apprenticeship frameworks and also developing new frameworks where gaps are identified by employers including at level 4. The National Apprenticeship Advisory Committee are preparing recommendations to support sustainability. Strong national and local employer networks have been established.
64. Nationally through Skills for Care and with five London boroughs, the social care sector has made good progress towards achieving an additional 1,300 apprenticeship starts this year. This scheme is now rolling-out more widely.

Apprenticeships in local government

65. In January 2009, the Local Government Association (LGA) set an ambition for councils to increase the number of apprenticeships in the sector by 7,500. Some authorities have responded very positively to the challenge. In October 2009, the LGA published figures that showed authorities were employing around

7,100 apprentices and 7,300 trainees. Work has been on going to help councils who can do more to increase the number of apprenticeships they offer.

66. Some councils are making strong progress. Many councils, as major employers in their communities, recognise the significant role they can play in increasing the opportunities for apprenticeships in their own workforce. But councils can go further, making use of all the levers at their disposal to stimulate local employment training and skills – for example as procurers or through their role in the planning process. Some councils are also working hard to maximise their unique positions in the community. For example, the London Borough of Barking and Dagenham has allocated part of its Area Based Grant and Working Neighbourhood Funds to create an Apprenticeship Development Unit. This provides a one stop shop approach to organisations in the public, third and private sectors to support the recruitment and support of apprentices. Over 200 apprenticeship places allocated to young people aged 18-24, and currently without a Level 2 qualification, have been created since February 2009.
67. Case studies such as this demonstrate how councils who have really seized the agenda are delivering well for the benefit of their communities. There is a need to keep up momentum in local government, and for many councils to go much further to improve on their current delivery. All councils have been challenged by the Department for Communities and Local Government, working with the National Apprenticeship Service, to raise their performance to the level of those

leading the agenda to significantly increase the apprenticeships created.

Apprenticeships in schools and the children's workforce

68. The schools and children's workforces have also seen sharp increases in the number of apprentices employed in their area. Over 1,000 teaching assistants began an apprenticeship in 2008/9, building on a pilot project in 2007/8. The figure is expected to have risen again in 2009/10. The number of apprentices studying children's care, learning and development grew to over 17,000 starts in 2008/9, an increase of 2,000 starts.

69. The Department for Children, Schools and Families and its partner organisations have worked closely with public sector employers to achieve these changes. Key elements of that approach have been a programme of bespoke communications, marketing and events for schools and children's workforce employers; sharing of best practice at national and regional conferences; and a highly targeted financial incentive to encourage employers to take on up to 200 new apprentices by April 2010.

Improving the diversity of apprentices

70. Diversity is a crucial issue for all employers, not just those in the public sector, that extends far beyond apprenticeships. The Equality Bill currently going through Parliament will place a new duty on Government Ministers, departments and key public bodies such as local authorities and NHS bodies to consider what action

they can take to reduce the socio-economic inequalities people face. The duty will affect how public bodies make strategic decisions about spending and service delivery. It will enshrine in the law the role of our key public bodies in narrowing gaps in outcomes resulting from socio-economic disadvantage.

71. Diversity in the apprenticeships programme is carefully monitored and is regularly published online in Statistical First Releases. Whilst this does not readily break down into public and private sectors, national data on apprenticeships in the public sector has been improved in the past year and this will enable the National Apprenticeship Service to make comparisons for the first time.

72. Some public sector employers collect their own data on apprenticeships and diversity. In spring 2009, Government Skills published its *Evaluation of the Government Skills Apprenticeships pathfinder* in the Civil Service. This looked at the early experience of apprentices undertaking training on one of five different frameworks: Business Administration; Management; Customer Service; Learning and Development (Direct Training and Support); and IT User. It found that, in terms of recruitment, the profile of Civil Service apprenticeships is more diverse than across all apprenticeships. It also found that the offer had focussed on individuals with lower qualifications and those who had limited training opportunities in the past. On the diversity of the participants, only one per cent of Civil Service apprentices were under 18 (as against 30 per cent in other sectors) and 70 per cent were over 25 (just over 30 per cent elsewhere). This mirrors the age profile of the civil service. There is also greater diversity

in ethnicity. The study found a higher proportion of Black and Asian apprentices in the Civil Service than average (21 per cent against 6 per cent).

73. Improving the number of learners from diverse backgrounds on apprenticeships across all sectors is a top priority for the National Apprenticeship Service. The *Diversity in Apprenticeships Prospectus*, published in November 2009, invited proposals from delivery partners to test out new approaches to enrolling and ensuring success for atypical and under-represented groups on apprenticeships by establishing cohorts of learners large enough to overcome feelings of isolation and prove their value to their employers.
74. The prospectus emphasises the importance of effective communication and information, advice and guidance, to tackle stereotypes and challenge perceptions. Chosen projects are expected to start in April 2010 and will run up to May 2012.
75. Another change this year is that the Apprenticeships, Skills, Children and Learning Act (2009) places a legal duty on the National Apprenticeship Service to ensure, by 2013, the offer of a place to any suitably-qualified young person who wants one. Young people with a learning difficulty assessment may take longer than their 16-18 peers to achieve the entry qualifications for an apprenticeship because of their learning difficulty or disability. The duty applies to young people aged 16-18, but has been extended to young people with learning difficulties or disabilities up to 24 years old. The Government is also introducing a portfolio of evidence that will enable young people with a

learning difficulty and/or disability to demonstrate their capacity to complete an apprenticeship. Support arrangements for apprentices with additional needs have been put in place. Learning providers are required by the Disability Discrimination Act to make reasonable adjustments. Extra funding for training provision is available above normal funding rates for both young people and adults to ensure that disabled learners do not experience barriers to learning.

76. The public sector has an ageing workforce and individual employers should be encouraging young people into entry level jobs and giving them the skills they need to progress to being tomorrow's managers. Where central Government funding has been unavailable, some public sector employers have chosen to use their own training budgets to fund Apprenticeships for those aged 25 or over – as happens in some parts of the private sector.

Maximising the opportunities for completion

77. As outlined above, completion of Apprenticeships is now at a record level (71 per cent). However, the economic downturn has created some challenges and put some apprentices at greater risk of redundancy. Government and the National Apprenticeship Service has ensured that the apprenticeships system has been flexible in order to deal with this.
78. Apprenticeship employers and providers are under a duty to assist apprentices find new employers if made redundant. Arrangements have been put in place for apprentices made redundant or in danger of being made redundant. They are helped to

find a new employer by their training provider or moved into college, allowing them to complete their apprenticeship. This has been a more significant issue for some parts of the private sector such as the construction industry, rather than the public sector. Twenty-five per cent of Government funding is paid to the provider on the achievement of the apprenticeship, giving the provider a strong further incentive to support any redundant apprentice.

79. Government Skills will be working with civil service employers to look at completion rates for apprenticeships in 2008-09. This will be done as part of an evaluation of a pathfinder apprenticeship scheme run across 16 departments in 2008-09.

- As the use of apprentices increases and more places are created, employers will need to ensure the continued and responsible use of apprenticeships to support employability and create job opportunity, avoiding their use as job substitution.
- Employers should continue to share best practice and ideas on how to offer effective career pathways and 'next steps' for apprentices who successfully complete their placements.
- All stakeholders will need to continue to work to combat the risk of stereotyping and under-representation across all equality strands.

FUTURE ACTIONS AND CHALLENGES

- The Government's ambition to have, by 2013, an apprenticeship place available to all suitably qualified young people, thereby increasing the number and variety of places available, will require the concerted efforts to increase the number of employers from all sectors who are engaged in the programme.
- There is a need to keep up momentum in local government, and for many councils to go much further to improve on their current delivery. All councils have been challenged by the Department for Communities and Local Government, working with the National Apprenticeship Service, to raise their performance to the level of those leading the agenda to significantly increase the number of apprenticeships created.

Theme Five: Leadership and Management

80. The Task Group stressed the lead roles that managers at all levels had in developing the skills of their staff and the importance of equipping managers with the skills and confidence to do this well. In addition, managers' own training and development needs, particularly where managers were moving into their first supervisory roles, should be recognised.

81. Under this theme the Task Group recommended that actions be put in place to support new managers with the skills to develop their staff effectively, learning from good practice examples such the approach taken in Barking and Dagenham.

further budget reductions are likely and that many expected that this would make it tougher for them to raise morale and motivation with implications for workload, budgets and resources. However, the same survey showed a committed, experienced and talented cadre of management professionals who were highly motivated to make a difference in their roles. Job satisfaction is high, with 70 per cent either satisfied or very satisfied at work. Contributing to this were:

- working with good colleagues
- value of teamwork
- rewarding nature of the work
- opportunity to influence change

ACTIONS AND ACHIEVEMENTS

National Strategies

82. The UKCES Skills Audit, published in March 2010, identified leadership and management skills as a key area for development to support success and growth in the UK economy. The Government is committed to helping businesses develop the leaders and managers they need to drive high performance working and support growth. However, the need for strong leaders and managers in the public sector, capable of driving performance and change and increasing efficiency and value for money against a backdrop of fiscal challenge, is the same.

83. The Institute of Leadership and Management's February 2010 research report, *Leading change in the public sector 2010*, showed that public sector managers believe that

84. The same survey showed that in order to maintain the current high levels of motivation, it is important to retain the many talented managers working in the public sector and enable those managers to do their jobs effectively maintaining the level and quality of public services.

85. The Train to Gain Leadership and Management programme has been in place since 2006 and to date over 30,000 businesses have been supported. Up to £1,000 is available to businesses to fund learning which helps meet development needs. The programme will continue in 2010-11 and expects to support at least a further 20,000 businesses. Businesses seeking to grow and completing the Business Link Health check for growth will be a priority for the Leadership and Management Advisory Service in future. This

includes those small and medium-sized enterprises procured to deliver services through the public sector supply chain.

86. In central government, the Professional Skills for Government competency framework mandates people management as a core skill at all levels, in recognition of its importance. Leadership skills required for staff at all levels are also in the framework which sets out clearly what effective performance looks like in these areas in order to provide a focus for development for new and experienced managers alike.
87. The National School of Government is the government's learning and development organisation. It offers a broad range of courses (some 300 in all) designed specifically to help public servants enhance their skills, knowledge, ability and networks. Among these are a number of programmes for new managers including Introduction to First-Line Leadership and Management, Effective Manager 1 and 2 and, for aspiring first line managers, Developing Future Leaders. Staff development forms a part of all of these programmes which are attended by civil servants from a range of government departments.
88. Leaders across the Civil Service have agreed to establish a common programme of learning and development, shared by all departments, as a vital ingredient in the transformation of the public sector. The National School of Government has been commissioned by the Permanent Secretaries' Capability Board to lead development of this Core Learning Programme.

89. In *Skills for Growth* (BIS, 2009), Government committed to supporting flexible learning and skills development, for example through widening opportunities for flexible study, including part-time and workplace-based courses, and apprenticeships. In *Working Towards Equality: A Framework for Action*, (February 2010), the women's employment strategy, Government committed to supporting middle-managers to design part time job specifications and manage part time workers through actions that include training course, advice packages, and mentoring schemes to share best practice between businesses.

Board, clinical and manager development in the Health Service

90. The Department of Health's National Leadership Council (NLC) was established in April 2009 and is the cornerstone of the Department's national leadership agenda and one of the key commitments set out by the NHS Next Stage Review *High Quality Care for All*. The vision is for an NHS system with outstanding leadership and leadership development at every level. Five Programme Leads have been appointed to champion and lead the following priority work streams for the NLC:
- Clinical Leadership will map the landscape of leadership for all clinical groups;
 - The Board Development programme will enhance the professionalism and quality of NHS boards and equip them to meet both immediate economic challenges and longer-term objectives;

- The Top Leaders programme aims to create a supply of people from within the NHS to take on the most challenging roles;
- The Inclusion Programme will seek to ensure that inclusion is a principle factored into how the NHS enacts leadership and into all aspects of leadership development;
- The Emerging Leaders Programme aims to inspire potential leaders and bring them together to share experiences, define expectations, and facilitate rapid learning.

Supported and championed by the NLC, effective talent and leadership planning will help ensure that every member of the health service team is encouraged to demonstrate their own leadership skills, and to become not just a practitioner but also a partner and a leader.

91. Since the publication last year of guidance on talent and leadership planning - *Inspiring Leaders: leadership for quality* (Department of Health, January 2009) each Strategic Health Authority has developed and put in place a comprehensive plan for a systematic approach to talent and leadership development. The completed plans were submitted to the Department of Health in July 2009.

Developing managers and leaders in local government

92. The benefits of investing in leadership development are also widely appreciated across local government. In the *Local Government Workforce Survey 2009*, 91 per cent of councils reported that they were participating

in or running their own leadership development activities, 59 per cent of them in partnership with others⁵.

93. The growing confidence and competence of leaders in local government can be demonstrated in many ways: in the success of the sector in raising its game; in better Audit Commission reports; in the achievement of efficiency savings; in reports from recruitment consultants on the growing quality of candidates for senior positions; and in the number of local government leaders being headhunted by other sectors.
94. To successfully develop their communities and to achieve 'Total Place' citizen-centred services, councils need visionary, ambitious and effective political and managerial leaders. Leading partnerships means that even experienced and successful leaders may need to learn new ways of leading that are beyond their authority. Councillors need the opportunity to develop new skills in community engagement and leadership of place in a more complex partnership context.
95. The National Skills Academy for Social Care has responsibility for leadership and management in the adult social care sector. As part of its responsibilities it is commissioning a new programme for Directors of Adult Services.
96. In 2008 the Government established the Social Work Task Force to conduct a review of the profession and to advise on the shape and content of a comprehensive reform programme for social work. The final report of the Social Work Task Force was published on 1 December 2009,

5 Local Government Workforce Survey 2009

and makes a challenging set of recommendations to the Government for social work reform. Recommendations include a refreshed framework for continuing professional development, underpinned by a practice-based Masters qualification and a new standard for employers to ensure all employers put in place high quality supervision, time for continuing professional development and manageable work loads. The Government response, *Building a Safe and Confident Future: implementing the recommendations of the Social Work Task Force*, published in March 2010, accepted the recommendations and set out an implementation plan to take them forward.

The Union Learning Fund

97. The Union Learning Fund (ULF) plays an important role in ensuring people have the essential skills they need for communication and performance in a range of management roles from supervisory tasks through to senior leadership positions. Unionlearn has a target of 30,000 Skills for Life learners to be directly supported by unions in 2009-10 and is on track to meet this, with at least half of them in the public sector. A number of initiatives being undertaken by unions with the support of the ULF are designed to build on this particular strategy. For example, the FDA union, which represents senior managers and professionals in public services, is currently undertaking a number of initiatives to support senior staff with specific needs relating to Skills for Life and dyslexia.

FUTURE ACTIONS AND CHALLENGES

- We need managers with the best skills to lead the public sector through difficult times ahead and capable of driving performance and change and achieving value for money by adopting high performance working practices and fully utilising the skills of public sector staff.
- Public service managers are facing an environment which is, both fiscally and socially, more demanding than many people in the public sector have previously experienced. Over the coming months they will, more than ever, need the skills to develop their own leadership behaviours and grow talent across their organisation and their sector to tackle value for money challenges through radical and innovative solutions.
- Learning about management and leadership is not all about courses: there is much to be learnt in the workplace. Equally we need people to act as role models to coach others through difficult challenges and to support new leaders as they grow.
- The 2009 Civil Service People survey highlighted the importance of learning and development in promoting an engaged workforce. It is even more crucial in times when budgets are tight to ensure that people get access to the right development opportunities –ones that offer best value and make the best difference. Ultimately, the value from any programme is judged by how well the learning is put into practice. This is an

ongoing challenge for all managers and leaders.

- The Cabinet Office Review of leadership development 2009 made recommendations for levering better value for money from the leadership development offered through public service leadership academies. It proposed actions and set challenges for how emerging and current leaders could develop the leadership skills required to deliver public services in more innovative ways within and coming out of the current economic climate.

Theme Six: The Trade Union Role

98. The Task Group believed more could be done to build and then harness the capacity of public service trade unions in delivering on the Government's skills agenda. In particular the Group felt union learning representatives (ULRs) could play a greater role.
99. The Task Group recommended that Unionlearn should work closely with all public services unions to build the capacity of ULRs to achieve stronger and more strategic approaches, in all unionised workplaces and support apprenticeships and the delivery of Skills Pledges.

ACTIONS AND ACHIEVEMENTS

100. The Union Learning Fund (ULF), comprising annual funding of £15.5 million, continues to play a crucial role in encouraging and supporting unions to develop their strategies on learning and skills. As a result of work in this area by unionlearn over the past year, those unions developing strategic work with ULRs in public services have demonstrated real progress. A number of case studies highlighting best practice being followed by public sector unions in taking forward learning and skills projects funded under the ULF are available at www.unionlearningfund.org.uk
101. Over 23,000 ULRs have now been trained since the Union Learning Fund was established. The target set by the government was 22,000 trained ULRs by the end of 2010 which will be exceeded by a significant margin.
102. The latest annual figure (2008-09) shows that 220,000 learners were supported by unions in that year alone and good progress is being made to achieve the target of 250,000 learners a year taking the union route by 2010.
103. The latest annual figures (2008-09) from the ULF show that unions were involved in the making of 225 Skills Pledges with employers covering 6,716 workplaces. One of the reasons for the high number of workplaces (and workforce numbers) covered by these 225 Skills Pledges is that in many instances they have been signed with major public sector employers such as local authorities.
104. The National Apprenticeship Service (NAS) is currently funding a 2-year unionlearn project which aims to build union capacity in supporting apprenticeships, including encouraging more employers to use high quality apprenticeships more often when recruiting young people and upskilling existing workers. Another key element of the project is to strengthen the capacity of ULRs to provide individual support to apprentices to enable more of them to successfully complete a high quality training programme. In line with these objectives, unionlearn is giving a high priority to supporting the government's plans to expand the number of apprentices across public services.
105. The TUC and unionlearn are playing a key role in supporting union input into strategies to improve workforce skills across public services. For example, there are a number of ongoing initiatives with the

public services SSCs including a major initiative involving Skills for Health and all the NHS unions.

FUTURE ACTIONS AND CHALLENGES

- ULRs are already doing good work and will be an increasingly valuable resource in a time of financial constraint. Harnessing their capacity to support front line staff and work in partnership with managers on the skills agenda will be key.
- ULRs will need to continue to work innovatively with employers to ensure wider diversity of apprenticeships, possibly through joint promotion and publicity.
- Trades unions and employers will need to continue constructive dialogue and partnership working in order to achieve greater productivity and innovation within the workforce.

Annex A: Membership of the Learning and Skills Task Group

Co-Chairs

David Amos - Director of Workforce, University College London Hospitals NHS Foundation Trust

Frances O'Grady - Deputy General Secretary, TUC

Members

Nigel Carruthers, Head of SkillsPlus UK, Local Government Improvement and Development Agency

Gail Cartmail - Assistant General Secretary, Unite

Tony Chandler – UNISON and Skills for Health

Paul Cottrell - National Head of Cross-Sectoral Professional Policy, UCU (University and College Union)

Nic Greenfield – Director of Workforce, Department of Health

Teresa Harper - Skills Team Leader, Supply and Skills Unit, School Resources Group, Department for Children, Schools and Families

Hugh Lanning – Deputy General Secretary, PCS (Public and Commercial Services Union)

Alan Lazell - Head of Skills, Learning and Enterprise, London Borough of Barking and Dagenham

Christine McAnea - National Secretary for Education Services, UNISON

Paula McDonald - Deputy Director (Public Service Workforce Reform), Cabinet Office

Kirsty Pearce – Deputy Director, Skills Directorate, Department for Innovation, Universities and Skills

Neil Riddell – Department for Communities and Local Government

John Rogers - Chief Executive, Skills for Health

Gill Sellix – Qualifications Policy Manager, Government Skills

Steven Weeks – Head of Policy, NHS Employers

David Way – National Director, Adult Learning Skills and Employment Group, Learning and Skills Council (LSC)

Secretariat

Iain Murray, Senior Policy Officer, TUC

Rebecca Rhodes, Skills Director, Learning and Skills Council

Hazel Roberts, Senior Policy Adviser, Public Service Workforce Reform, Cabinet Office

Annex B: Web links

This annex offers a selection of web links relevant to the text of the report.

Workforce Matters

The Cabinet Office's Workforce Matters site outlines current projects and can be found here: <http://www.cabinetoffice.gov.uk/workforcematters.aspx>

It includes both the *Quality Skills, Quality Services (December 2008)* full report and recommendations and the *Learning and Skills in Adult Social Care* companion study:

http://www.cabinetoffice.gov.uk/media/211487/quality_skills.pdf
http://www.cabinetoffice.gov.uk/media/102175/ADULT_SOCIAL_CARE_REPORT.pdf

Workforce General

The Department for Business Innovation and Skills leads on skills: <http://www.bis.gov.uk/>

The Department for Work and Pensions leads on employment: <http://www.dwp.gov.uk/>

NHS workforce information is here: <http://www.healthcareworkforce.nhs.uk/>

Apprenticeships

Ministers announced a target of 21,000 additional places for public sector Apprenticeships in February 2009. More details are here:

http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2009_0038

The National Employers' Service provides expert, impartial advice on workforce development (including Apprenticeships, Train to Gain and Skills for Life) to all national, multi-site employers with more than 5000 employees: <http://nationalemployerservice.org.uk/what-we-do/>

The women's employment strategy *Working towards Equality: a Framework for Action Feb 2010 (summary of 2009 recommendations)* can be found here:

http://www.equalities.gov.uk/pdf/summary_per_cent20of_per_cent20tablesWomenInEmpStrat_web.pdf

IDeA's apprenticeships web page at <http://www.idea.gov.uk/idk/core/page.do?pageId=9325224> has council case studies. There is an interactive on-line community dedicated to apprenticeships in local government which provides a wealth of information, advice and guidance for local government: <http://www.communities.idea.gov.uk/c/803301/home.do>

Diversity

The Equality Bill has passed its Third Reading in the House of Lords. More information on the bill and what it will mean in practice can be found here: http://www.equalities.gov.uk/equality_bill.aspx

Future Jobs Fund

More information on the Future Jobs Fund can be found here: <http://campaigns.dwp.gov.uk/campaigns/futurejobsfund/index.asp>

Government Skills

To find out more about the work and priorities of Government Skills, see: <http://www.government-skills.gov.uk/>

For more information about the Professional Skills for Government competency framework, see: <http://www.civilservice.gov.uk/about/improving/psg/index.aspx>

Leadership and other learning programmes

The Leadership Centre for Local Government and IDeA, working in partnership, support the development of current and future political and managerial leaders. For details see: www.localleadership.gov.uk and <http://www.idea.gov.uk/idk/core/page.do?pageId=6456751>

Local Authority Co-ordinators of Regulatory Services (LACORS) run a regulatory services strategic leadership in modern local government programme. For details see www.lacors.gov.uk

The National College for Leadership of Schools and Children's Services provides leadership development support for leaders in schools and children's services. For details see www.nationalcollege.org.uk

For more information about the core learning programme being developed by the National School of Government, contact corelearning@nationalschool.gsi.gov.uk or go to the following web address <http://www.nationalschool.gov.uk/csclp/index.asp>

Leadership development programmes for leaders working in social care are run by the National Skills Academy for Social Care, including a new programme for Directors of Adult Services. For details see: <http://www.nsasocialcare.co.uk>

Local Government

The current local government workforce strategy is here: <http://www.idea.gov.uk/idk/core/page.do?pageId=7630921>

The latest local government workforce survey is here: <http://www.idea.gov.uk/idk/core/page.do?pageId=14979754>

The *Local Government Workforce Survey 2009* indicates that there are a number of occupations for which councils struggle to recruit and retain suitably skilled staff. A table which compares the top 10 occupational shortages identified in the 2008 and 2009 surveys is here: <http://www.idea.gov.uk/idk/core/page.do?pageId=6384991>

Job Centre Plus's tool for tackling local unemployment is here: https://www3.igpskills.co.uk/leadingByExample/Public/Report.ashx?r=12003_1

Procurement

For information on *Policy through Procurement* (including a link to the PtP Action Plan), see: http://www.ogc.gov.uk/policy_and_standards_framework_policy_through_procurement.asp

For *Promoting Skills through Public Procurement*, see: http://www.ogc.gov.uk/key_policy_principles_and_supporting_guidance_promoting_skills_through_public_procurement_.asp

For the Policy Procurement Notes on embedding skills training and apprenticeships through public procurement, see: http://www.ogc.gov.uk/procurement_policy_notes_2009_procurement_policy_notes.asp

The right to request time to train

Guidance for workers on how the right to request time to train works is on DirectGov: http://www.direct.gov.uk/en/Employment/Employees/Timeoffandholidays/DG_183635

The TUC has launched a right to request time to train project: <http://www.tuc.org.uk/skills/tuc-17730-f0.cfm>

Trades Unions

A number of case studies highlighting best practice being followed by public sector unions in taking forward learning and skills projects funded under the Union Learning Fund are available at www.unionlearningfund.org.uk

More details of unionlearn's one-year project to build the capacity of trade unions, and especially union learning reps, to support employees in exercising their right to request time for training: <http://www.unionlearn.org.uk/initiatives/index.cfm?mins=175>

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March 2010