
Skills Supply for the Voluntary Sector

Labour Market
Intelligence report
two

Mark Freeman



UK workforce hub

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1. Executive summary

This report examines the supply side issues of skills in the third sector. It has involved a number of individual but interconnected processes:

- review of available data sets and information
- learner data analysis
- employer, provider and stakeholder research
- synthesis of the data and information

It draws heavily on research carried out by the UK Workforce Hub and the National Council for Voluntary Organisations (NCVO) especially the:

- Voluntary Sector Skills Survey 2007
- Third Sector Skills Research 2008: Further evidence and recommendations on skills gaps

It has also taken information on the characteristics of learners from the 2007 National Employer Skills Survey (NESS), this contained information on take-up of training; accredited training and NVQ's; number of employers aware of and engaged in Train to Gain.

Finally desk research was carried out to identify the courses available to the sector. Due to the time constraints of the project and also the complexity of the many roles workers and volunteers in the sector have we have decided to concentrate on seven different roles.

1. Fundraising
2. The Management of Volunteers
3. Trustees and Governance
4. Campaigning
5. Development work (from a perspective of those workers supporting organisations in the sector)
6. Management, leadership and planning
7. The strategic use of IT

The report is split into a number of key areas.

1. Key occupations and functions
2. Future workforce skills
3. Workforce development opportunities
4. Take up and delivery
5. Employer attitudes towards training and skills

Key occupations and functions

In 2005, more than half of the voluntary sector workforce (54%) was employed in social work activities. Of this, 45% was employed in social work activities without accommodation. Due to the industrial classification system used it is not possible to explore this in more detail. It is also possible that this definition encompasses a wide range of public service industries which do not fit easily into any other category.

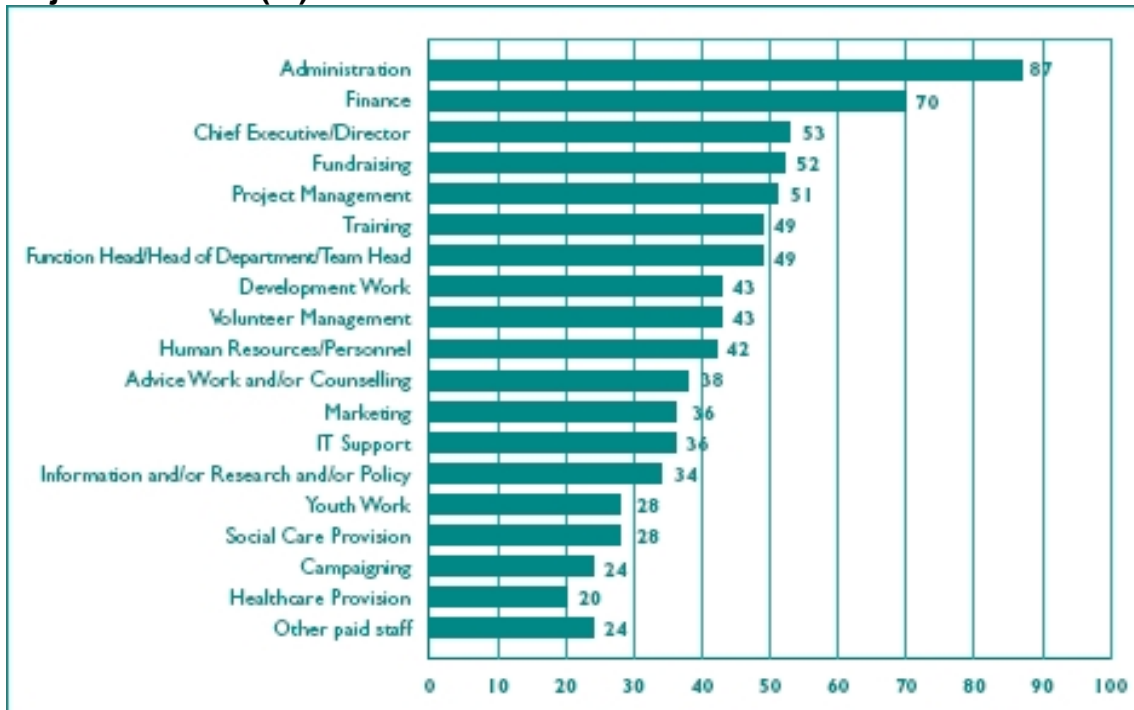
Top ten voluntary sector industries, 1996–2005 (headcount, thousands)

	1996	1999	2002	2005
Social work activities without accommodation	149	202	236	277
Social work activities with accommodation	53	55	54	54
Development/sale of real estate (housing)	25	31	28	34
Religious organisations	38	38	33	32
Hospital activities	36	32	25	26
General secondary education, private, non-maintained	32	34	24	17
Other membership organisations	23	15	16	16
Museum activities	8	14	11	15
Primary education, private, non-maintained	17	14	12	13
Adult, other education	8	9	12	10
Total	483	544	567	611

Source: Labour Force Survey; UK Voluntary Sector Almanac 2007

Base: All people aged 16 and over

Paid job functions (%)

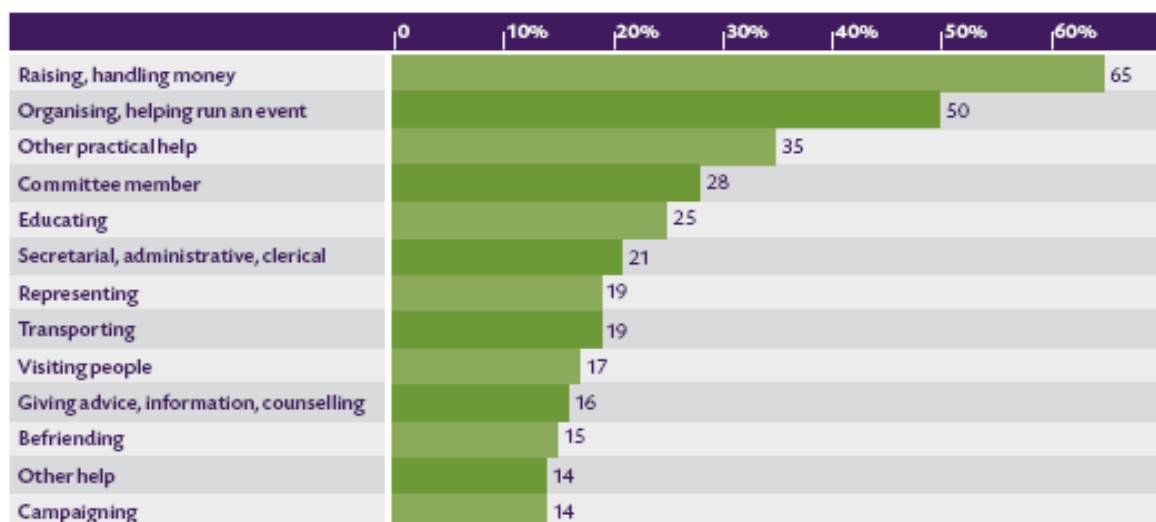


Source: Voluntary Sector Skills 2007

Base: All employers (weighted=17,336; unweighted=1,922).

Volunteer activity breaks down as follows

Types of volunteering activity (Current Volunteers, %)



Source: Table 4.9, *Helping Out* (Cabinet Office)

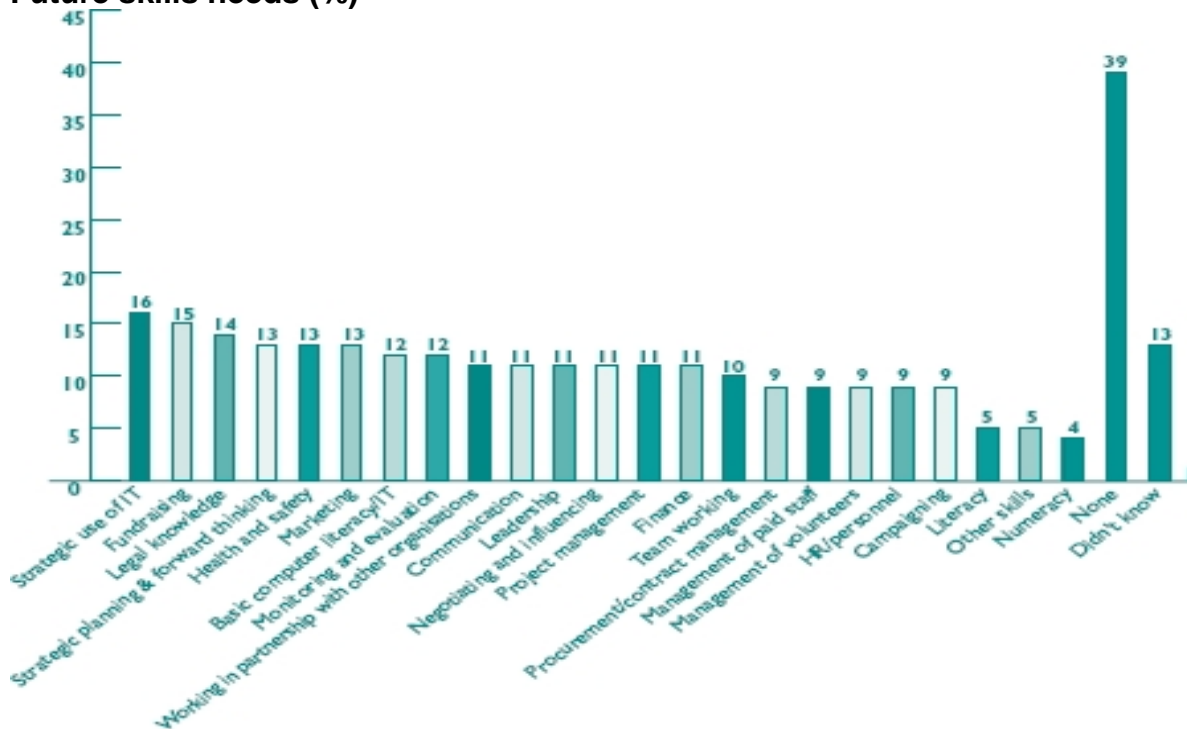
Source: Civil Society Almanac 2008

Future workforce skills

- Two out of three voluntary sector employees (67%) have an 'A' level qualification or higher¹
- One-third of voluntary sector employees (33%) have a degree-level qualification. This equates to 188,000 employees.
- The voluntary sector employee profile of qualifications is very similar to that of the public sector. In the private sector half the employees (50%) have an 'A' level qualification or higher and around one in six (16%) have a degree or equivalent qualification
- Between 1996 and 2005, the voluntary sector has had a higher percentage of employees with degrees than both the public and the private sectors.
- In the voluntary sector between 1996 and 2005, the number of employees with a degree rose from 132,000 to 188,000, an increase of 43%.
- Two-fifths of employers (40%) reported that they anticipate recruitment of at least one occupation to get more difficult over the next three years.
- Over one-fifth of employers expect recruitment of fundraisers to become more difficult (21%).
- Nearly half of employers identified a skills need within their organisation which whilst not apparent now, the organisation is likely to experience within the next three years (48%).
- The most frequently cited future skills needs were specialist skills.
- Approximately one in seven employers reported future skills needs within strategic use of IT, fundraising, legal knowledge, and strategic planning and forward thinking (16%, 15%, 14% and 13% respectively).

¹ Between 1996 and 2005 the types of qualification which are grouped under each heading have changed, as new qualifications have been added and the question wording altered. Therefore caution should be taken when comparing the broad qualification headings for each year.

Future skills needs (%)



- Fundraising was a key issue for micro, small and medium-sized organisations, with more than 15% of employers of each size reporting gaps in this skill among their employees (16%, 15% and 15% respectively).
- For large organisations, basic computer literacy was the most prominent future skills need (15%).

Workforce development opportunities

A significant piece of desk research into the courses available was undertaken; this looked at the accredited training available to the sector and took a sample of the unaccredited training that is on offer. This concluded:

- Apart from in management and leadership there are very few accredited courses in the other six identified skill areas.
- The number of vocational qualifications registered on the National Database is small.
- Those that are registered are not widely available.
- There is a wide choice of unaccredited courses available many of which are delivered by sector organisations.
- Most of the unaccredited courses are short, taking approximately one day to complete.
- A small number of universities have specialist departments that offer more than one course to the sector.
- Further Education providers are not a significant provider of sector specific training.

Take up and delivery

- Of the 925,000 VCS employees that had received training in the previous 12 months, 208,000 (22 per cent of all trainees) had been trained towards a

nationally recognised qualification; and of these employees, over half (57%) had been trained towards an NVQ – a total of 118,000 employees.

- In overall workforce terms, this means that 15 per cent of the workforce had been trained towards a nationally recognised qualification and 9 per cent had been trained towards an NVQ.
- A little over one in four employers (27 per cent) were training at least one member of staff towards an NVQ or had done so in the previous 12 months. These employers were typically providing training towards NVQ Level 2 and NVQ Level 3 qualifications.
- Employers were asked to distinguish between on-the-job and off-the-job training. This showed that 83.5% carried out some sort of training.

Number of VCS staff trained over past 12 months

	Yes	No	Don't know
Whether establishment has funded or arranged any off-the-job training for staff over past 12 months	69.4%	28.9%	1.7%
Whether establishment has funded or arranged any on-the-job training for staff over past 12 months	65.8%	31.9%	2.3%
Whether establishment has funded or arranged either on-the-job or off-the-job over the past 12 months	83.5%	16.5%	
Whether establishment has funded or arranged both on-the-job and off-the-job training over the past 12 months	51.6%	48.4%	

Source: NESS 2007

- The number of apprenticeships offered by the sector is very low, with less than 5% of employers having apprentices in the last 12 months
- The most common reason for employers not offering apprenticeships relate to them not being perceived as relevant (20.1%).
- The main reasons why those employers who provided apprenticeships were that they helped train their future workforce (29.2%) and that they were a way to train people in their own way of doing things (28.5%).
- Of the organisations that provided training in the past 12 months 38.2% have used FE colleges to provide teaching or training.

Employer attitudes towards training and skills

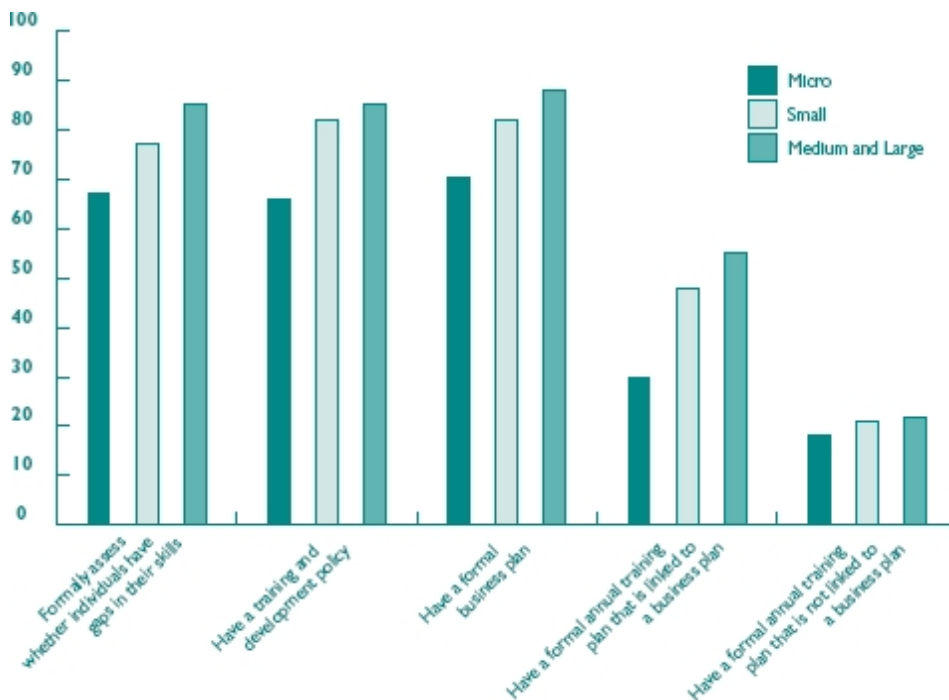
A lack of time and funding for training and development are evident

Half of employers identified that the skills gaps within their organisation were caused by a lack of time and/or funding for training within their organisation. Micro and small organisations were more likely to report these causes.

However, employers acknowledge the importance of training

Overall, just under three-quarters of employers formally assess whether individuals have gaps in their skills and/or hold a training and development policy. Half of organisations hold a formal annual training plan. Due to the lack of time and funding for training these strategic intentions cannot be fully realised.

Training and development, by size of organisation (%)



Base: All employers (weighted=17,336; unweighted=1,922).

Many organisations display a strong commitment to training and development as shown by the number of organisations who formally assess employees' skills gaps, and have a training and development policy.

This research shows that, due to a lack of time and funding for training, the good intentions that VS organisations have got cannot be realised.

This situation is compounded by the skills shortages in the wider labour market mentioned earlier. These prevent organisations from attracting fully skilled proficient staff at the recruitment stage. Due to the lack of time and funding, employers and training providers need to identify successful ways of providing training within these constraints.

This may involve bite-sized training that is cost-effective and flexible to employees' requirements.

Conclusions

Some of the key issues raised in the report:

- Occupations and roles in the sector are very broad, there are some specific sector roles but most of those who work in the sector are doing roles similar to colleagues in other sectors.
- The sector does not fit into the current SSC model. The majority of VCS organisations (78%) work across more than one SSC. With the exception of Skills for Care and Development, where VCS employers make up 58.8% of organisations in their footprint and where VCS employees make up 23% of the workforce, the sector makes up a very small percentage (6% or less) of any SSC footprint.
- The sector has a highly qualified workforce. This has implications for the type of future training that employers need as well as how this might be funded.

- As the sector and the environment it works in continues to change there will be issues with recruitment of suitably skilled staff, this will be most noticeable in leadership and specialist roles.
- The accredited training for the sector in the specialist areas examined is minimal and there is no co-ordination of delivery. The availability of vocational training is especially poor and there is little history of apprenticeships and only a small number of NVQs.
- A good deal of the training available to the sector is short and unaccredited; again this is uncoordinated and has patchy availability.
- The most significant barriers to training are time and money. Half of all employers that train would do more if they could, this implies that there is potential increases in demand if appropriate methods can be found to overcome barriers.
- The majority of employers see the benefit of training their staff with three-quarters having a training and development policy and two-thirds having an annual training and development budget
- Skills gaps are generally identified by informal processes but employers do have processes for induction, supervision and appraisal. It may well be that these are not used as well as they could be to inform skills issues and are used as a more operational tool.
- The amount of training per person is not high, this may be linked to the barriers identified, and the fact that the majority of unaccredited training is short courses.

2. Introduction

The UK Workforce Hub (see Annex 1 for an introduction) has been commissioned by the UK Commission for Employment and Skills (UKCES) to start the work to develop a Sector Qualification Strategy for the UK third sector. The project has three parts

1. The development of three Labour Market Intelligence (LMI) reports;
2. The development of the Sector Qualification Strategy (SQS);
3. The development of an action plan to implement the SQS;

At this stage funding has been agreed for part 1 with funding for parts 2 and 3 reliant on successful completion of this part. Part 1 will involve the production of three reports looking at skills issues within the sector:

1. A report that sets out the skills gaps and needs across the sector. This will also include a breakdown of the policy issues relating to learning and skills and their possible impact on the sector.
2. A report that identifies the provision of learning opportunities for the sector across the UK concentrating on the accredited learning but capturing a flavour of other learning that is accessed. Employers' attitudes to learning will also be explored.
3. A report that looks at the gaps between supply and demand and that starts to make recommendations for the future that will enable the sector to better improve the skills of its workforce, both paid and unpaid. It will look at stakeholders and drivers that impact on the skills of the sector and start to generate parameters for scenario development.

Due to the time constraints of the project and also the complexity of the many roles workers and volunteers in the sector have we have decided to concentrate on seven different roles.

1. Fundraising
2. The Management of Volunteers
3. Trustees and Governance
4. Campaigning
5. Development work (from a perspective of those workers supporting organisations in the sector)
6. Management, leadership and planning
7. The strategic use of IT

These occupations represent those sector specific roles where we have, or are developing, National Occupational Standards (roles 1-5), as well as two cross sector issues that feature highly in our skills survey. We realise that there are many other skills areas that affect the sector. For example, our research shows that youth work, social care and health care functions were all identified by third sector employers as having hard to fill vacancies within their organisation. These function and skill areas are however covered by other sector skills councils and are included in their Qualification Strategies. It is our intention that in the future we will be able to integrate this work into our own strategy and to carry out work to ensure that the other sectors are meeting the needs of the Third Sector organisations in their footprint

This report is the second of the three and looks at the learning opportunities that are available as well as at employers' attitudes to learning and skill development.

3. Methodology

The methodology used to assess the skills supply in the third sector has involved a number of individual but interconnected processes:

- review of available data sets and information
- learner data analysis
- employer, provider and stakeholder research
- synthesis of the data and information

Background to Learners

Information on the characteristics of learners was collated from the 2007 National Employer Skills Survey (NESS) and the Labour Force Survey.

The National Employers Skills Survey contained information on take-up of training, accredited training and NVQ's; number of employers aware of and engaged in training to gain;

Supply

A wide range of databases and organisations were explored to identify the type and number of accredited and unaccredited training and learning opportunities for the VCS.

The accredited training and learning opportunities were identified through: UCAS, Further Education providers, Higher Education providers, Foundation Degree Forward and the national database of accredited qualifications.

The unaccredited training and learning opportunities were identified through: private training providers, third sector training providers, and training databases. Please see Annex 2 for further information on the sites used.

Each source of training was explored to identify if any accredited or unaccredited training and learning was provided in the seven skills areas identified as VCS specific: Fundraising, Volunteer management, Trustees and governance, Campaigning, Development work, Management, learning and planning, and Strategic use of IT.

Accredited training provision in other skill areas related to the VCS such as in HR in the VCS, charity finance, volunteering, advice and guidance, and generally was also identified.

Employer perceptions of training and learning

A large-scale representative survey of skills shortages, skills gaps and training and workforce development was conducted to obtain reliable information on the key issues and perceptions of learning, and to identify levels of activity and perception of quality.

The data and information that has been assembled into this report illustrates the current training and learning activities, and how well they are meeting the needs of the sector.

4. Key occupations and functions

This chapter looks at the different industries, occupations and job functions in the sector. It takes its information from the UK Voluntary Sector Workforce Almanac 2007. What this chapter shows is the unique position that the sector occupies within the current sector skills environment. There are a number of functions that are considered to be cross sector that currently fall outside the Sector Skills Councils, these include management, administration and health and safety. These issues are considered to be 'cross-sector' and can be seen to be functions that apply to more than one 'sector'. The voluntary sector differs as it is a sector where 78% of the organisations that make it up fall into more than one of the Sector Skills Council footprints. The part of the chapter looking at this takes figures from the Voluntary Sector Skills Survey 2007 and the National Employer Skills Survey 2007 to illustrate this. The implications of this unique position will be explored in report 3 as it has a significant impact on the future of skills development of the sector.

The final part of the chapter looks briefly at the roles taken on by volunteers. These figures are taken from the UK Civil Society Almanac 2008.

4.1. Industries in the sector

Analysis of the voluntary sector workforce using the 1992 Standard Industrial Classification (SIC(92)) helps to identify the relative economic weight of the voluntary sector's constituent activities. The SIC was designed to disaggregate industrial activities and so is not ideal when exploring the workforce of the voluntary sector. It does however provide an indication of the changing boundaries between the sectors.

In 2005, more than half of the voluntary sector workforce (54%) was employed in social work activities. Of this, 45% was employed in social work activities without accommodation. Due to the industrial classification system used here it is not possible to explore this in more detail. It is also possible that this definition encompasses a wide range of public service industries which do not fit easily into any other category.

Top ten voluntary sector industries, 1996–2005 (headcount, thousands)

	1996	1999	2002	2005
Social work activities without accommodation	149	202	236	277
Social work activities with accommodation	53	55	54	54
Development/sale of real estate (housing)	25	31	28	34
Religious organisations	38	38	33	32
Hospital activities	36	32	25	26
General secondary education, private, non-maintained	32	34	24	17
Other membership organisations	23	15	16	16
Museum activities	8	14	11	15
Primary education, private, non-maintained	17	14	12	13
Adult, other education	8	9	12	10
Total	483	544	567	611

Source: Labour Force Survey

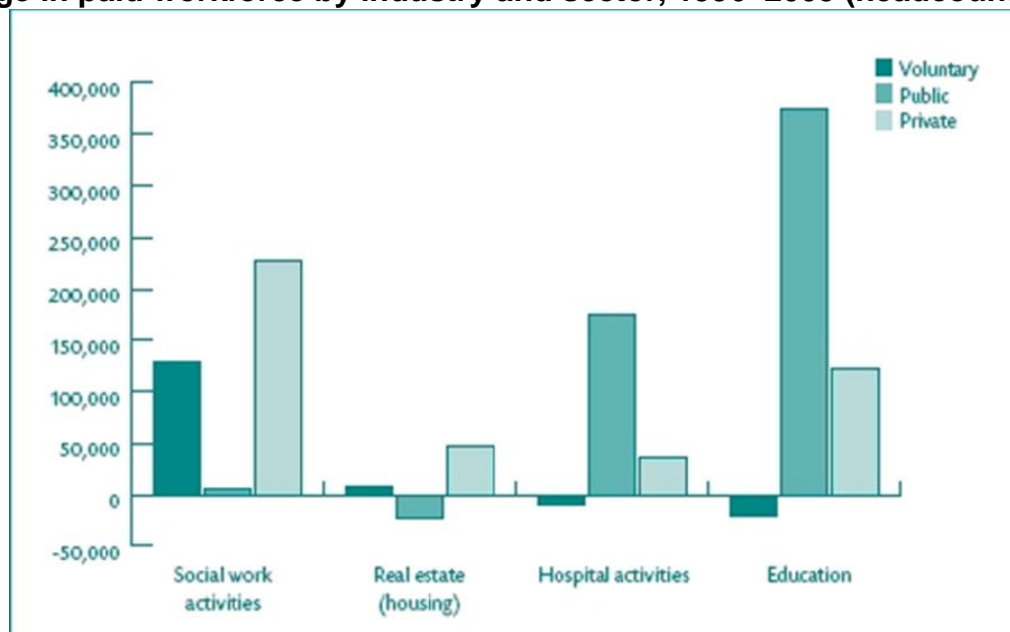
Base: All people aged 16 and over

These findings show that the number of people employed in the voluntary sector in social work activities without accommodation has increased by 86% from 149,000 in 1996 to 277,000 in 2005, an increase of 128,000 employees over ten years. This substantial increase may in part be explained by the transfer of social care activities from the public sector. Over the same period the number of employees in social work activities without accommodation in the public sector only increased by 52,000.

At the same time employment in housing is following a similar pattern. Between 1996 and 2005 jobs in housing in the private sector and to a lesser extent the voluntary sector have increased, while in the public sector such jobs have decreased. This is likely to reflect the continuing transfer of housing provision from local authorities.

The number of voluntary sector employees in the combined category of primary, secondary, special and technical education has decreased between 1996 and 2005. Both the public and private sectors have seen a substantial increase in employees in this area. Much of this expansion can be attributed to the primary education category, presumably a result of government policy in relation to class sizes.

Change in paid workforce by industry and sector, 1996–2005 (headcount)



Source: Labour Force Survey

Base: All people aged 16 and over

4.2. Occupations in the sector

- Nearly one in four voluntary sector employees (143,000 employees – 23%) work in ‘associate professional and technical’ occupations.
- Around one in five voluntary sector employees (118,000 employees – 19%) work in ‘personal service’ occupations.
- An additional one in five employees in the voluntary sector (117,000 employees – 19%) work in ‘managerial and senior official’ occupations.
- Between 2002 and 2005, the increase in the number of voluntary sector employees has mainly been within three occupations: ‘associate professional and technical’, ‘personal service’ and ‘managerial and senior official’.

An analysis of occupations within the voluntary sector using the nine major categories in the Standard Occupational Classification (SOC) gives the following findings.

Voluntary sector occupations, 2002-2005 (headcount, thousands)

	2002	2003	2004	2005
Associate professional and technical	123	136	138	143
Personal service occupations	105	114	119	118
Managers and senior officials	103	94	96	117
Administrative and secretarial	92	90	93	91
Professional occupations	76	74	79	78
Elementary occupations	34	33	33	32
Skilled trades occupations	19	18	16	12
Sales and customer service occupations	10	12	13	12
Process, plant and machine operatives	5	7	7	6
Total workforce	567	577	593	611

Source: Labour Force Survey

Base: All people aged 16 and over

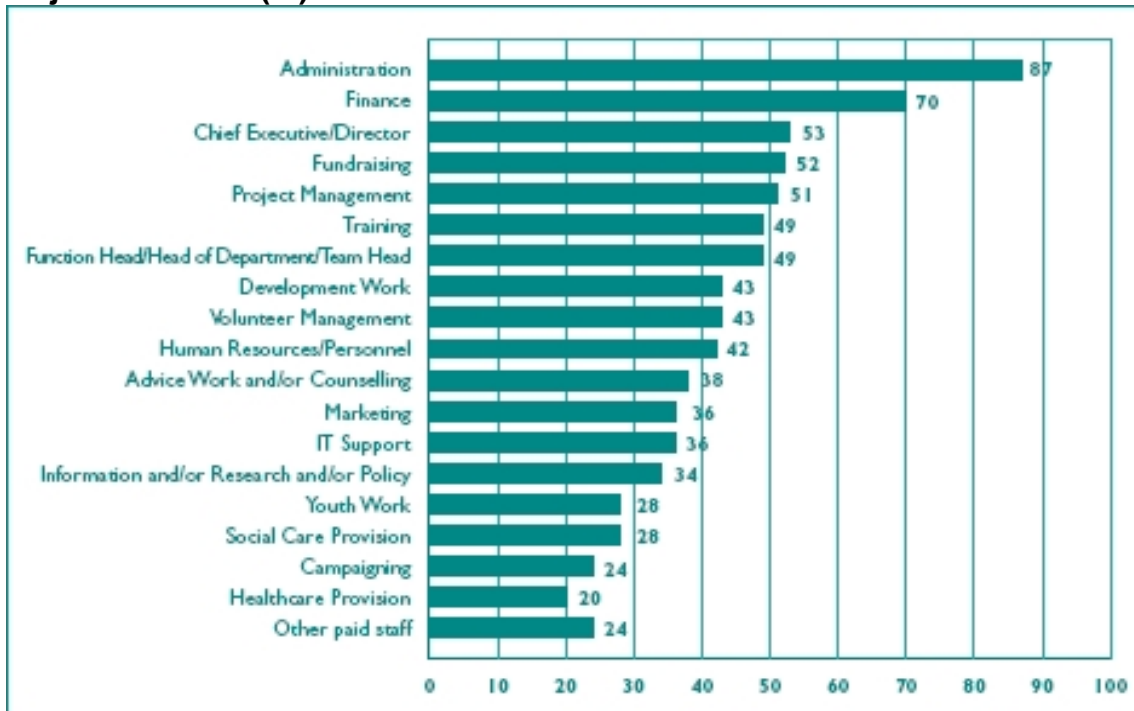
These findings show the increasing professionalisation of the voluntary sector. More than four out of ten voluntary sector workers (43%) work in 'associate professional and technical' or 'managerial and senior official' occupations. These are jobs such as health professionals, in child care and as social welfare professionals, for example, youth workers.

4.3. Job functions in the sector

- Just over half of employers (53%) report to have a paid chief executive or director. The larger the organisation, the more likely it is to have a paid chief executive or director.
- Administration is the function with the highest number of organisations with paid staff across all size bands.
- Micro and small organisations have less paid staff fulfilling generic functions such as finance, HR, IT support, marketing, and fundraising. Paid employees therefore have to be skilled in many areas with the ability to multitask and be flexible to changing functions. These findings demonstrate the need for these central services to be spread across micro and small organisations, with organisations sharing employees within particular functions, perhaps supported by the private sector.
- As organisations increase from 'small' to 'medium' (in terms of number of total employees), there is a large increase in paid employees within these generic functions. This shows that as an organisation grows, these tasks can no longer be achieved as additional to an individual's work plan and dedicated employees are now required in these areas.
- A higher number of medium and large organisations have paid staff fulfilling functions in health and social care.
- Within the micro-enterprises, the functions most frequently reported were administration (83%), finance (59%) and fundraising (49%).
- It is interesting to note that two-fifths of micro-enterprises employ paid staff as volunteer managers (39%). This shows the importance of this function to organisations of all sizes and the need to ensure these employees are correctly skilled for the well-being of the volunteers. It is also likely that many

more organisations will employ volunteers but that there isn't a paid volunteer manager to supervise them.

Paid job functions (%)



Source: Voluntary Sector Skills Survey Base: All employers (weighted=17,336; unweighted=1,922).

4.4. Relationship with sector skills councils

The information in the first part of this section is taken from the Voluntary Sector Skills Survey 2007. When the questionnaire was piloted, organisations were asked which Sector Skills Council (SSC) their work fell under. The results showed that most of the respondents were unable to answer this as they were unaware of the SSCs and their role. In the final questionnaire the question was changed to ask about nine activity areas that approximated to the roles of the nine SSCs which the LFS identified as having the highest proportion of third sector employees. The areas of activity and the associated SSC are listed below.

Activity area	SSC
Learning and training opportunities to the community	Lifelong Learning UK
Care, support or childcare	Skills for Care and Development
Retail function	Skillsmart Retail
Sports and recreational activities	Skills Active
Health and provision of medical services	Skills for Health
Criminal justice system	Skills for Justice
Arts or crafts industry, the heritage of buildings, archaeological work or museums	Creative and Cultural Skills
Provision or management of housing or facilities	Asset Skills
Predominantly rural nature, involving animals or environmental or conservation projects or issues	Lantra
None of the above	

Many employers identified a number of different activities that their organisation was involved in. Due to this, the percentages equate to more than 100.

- The provision of learning and training opportunities to the community is most frequently mentioned as an area of activity (62%).
- Following this two-fifths of organisations (41%) provide care, support or childcare.
- Medium and large organisations are more likely to be involved in housing provision or management, to provide health or social care, or to have a retail function such as a shop or website.
- Medium and large organisations are also less likely to be involved in activities relating to the criminal justice system. All other activities are more evenly spread across organisations of different sizes.

Organisational involvement in activities by size (%)

	Micro	Small	Medium and Large	All Orgs
Learning and training opportunities to the community	61	64	63	62
Care, support or childcare	35	43	59	41
Retail function	33	35	58	37
Sports and recreational activities	33	38	39	35
Health and provision of medical services	30	32	46	32
Criminal justice system	26	31	21	27
Arts or crafts industry, the heritage of buildings, archaeological work or museums	24	20	21	22
Provision or management of housing or facilities	11	15	28	15
Predominantly rural nature, involving animals or environmental or conservation projects or issues	13	12	14	13
None of the above	8	6	4	7

Base: All employers (weighted=17,336; unweighted=1,922).

- Approximately one-third of micro-enterprises work within care, retail, sport or health (35%, 33%, 33% and 30% respectively). This is a large number of small organisations that will need advice and support from these SSCs.
- Over half of the medium and large organisations work within retail activities (58%). As many of these organisations will have different remits and their retail part will just be a small part of their organisation as a way of fundraising and increasing and diversifying their income streams, it is important that these organisations still have access to advice and support regarding the skills needed within these functions.

- Most organisations (78%) are working in more than one area of activity. This creates huge implications in terms of SSC provision. Over three-quarters of VS organisations will be unsure which SSC to go to for advice and support on issues such as funding, sourcing and provision of training.
- Large organisations are more likely than micro and small organisations to be involved in several activities. Overall, 14% of organisations are involved in five or more areas of activity.
- A small proportion of organisations (7%) do not identify its activities with the list provided.

National Employer Skills Survey results

The NESS produced the following results in its 2007 survey. It shows the percentage that VCS organisations make up in each SSC footprint, for example 58.8% of organisations in the skills for care and development footprint are from the VCS.

Proportion of employees based in Voluntary Organisations in each SSC

SSC	VCS % of footprint
Skills for Care and Development	58.8%
Lifelong Learning UK	16.8%
Creative & Cultural	16.2%
SkillsActive	10.3%
Asset Skills	8.0%
Skills for Health	5.2%
Skillsmart Retail	4.5%
Skills for Justice	2.8%
GoSkills	2.5%
Financial Services	2.2%
Skillset	2.2%
LANTRA	1.7%
People 1st	1.0%
SEMTA	0.9%
e-skills UK	0.9%
Construction Skills	0.6%
Skills for Logistics	0.5%
Skillfast-UK	0.3%
Automotive Skills	0.3%
Non-SSC employers	6.8%

National Employer Skills Survey 2007

This shows that with exception of Skills for Care and Development, the VCS makes up only a minority of organisations in each of the SSC footprints. This has an impact on the priority that the sectors organisations will receive from the SSCs.

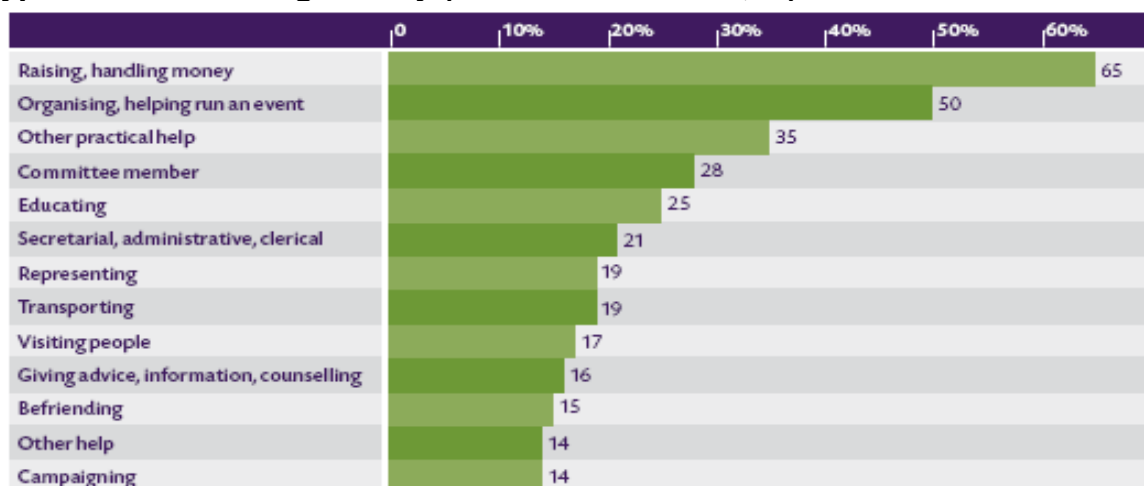
4.5. Volunteering Activities

The great majority of people who participate in formal voluntary activities at least once a month volunteer in the voluntary and community sector (82%). However quite a significant proportion volunteer in the public sector (28%) and more surprisingly in the private sector (14%), most likely in the form of internships. In the future, recruiting volunteers may become more difficult because of increasing competition from the public sector with the growing emphasis on user involvement and local governance. There are already almost 100 different volunteering roles across the NHS and an estimated 200,000 volunteers working in NHS Trusts across England².

More detailed information in the recently published report *Helping Out*³ show that volunteers most often volunteer in organisations that are active in the following fields: education (31%), followed by religion (24%) and then sports and exercise on par with health and disability (22%).

Of the range of activities volunteers can do, raising and handling money appears by far to be the most common (65%), followed by organising and helping to run events (50%). Over a quarter of current volunteers are committee members (28%)

Types of volunteering activity (Current Volunteers, %)



Source: Table 4.9, *Helping Out* (Cabinet Office)

Uk Civil Society Almanac 2008

The comparison with data from the *1997 National Survey of Volunteering*⁴ shows that fundraising has stayed practically at the same level in the last ten years, however organising and running an event and more significantly being a committee member have both dropped. Even though being a committee membership remains the third most common volunteering activity, the recruitment of committee members and trustees is a concern for many organisations and for the sector as a whole, particularly in terms of diversity. As in other studies, the *Helping Out* report confirms that white people and people from higher and lower management are those most likely to be committee members. Although the Charity Commission holds the details

² Hawkins, S. and Restall, M. (2006) *Volunteers across the NHS: improving the patient experience and creating a patient led service*, Volunteering England: London

³ Low, N., Butt, S., Ellis Paine, A. and Davis Smith, J. (2007) *Helping Out: A national survey of volunteering and charitable giving*. Office of the Third Sector: London. For *Helping Out*, a subsample of respondents to the 2005 Citizenship Survey was interviewed

⁴ Davis Smith, J. (1998) *The National Survey of Volunteering*, Volunteering England: London

of over 900,000 trustees for registered charities, there is significant overlap between charities and it is estimated that there are currently more than 1 million charity trustee positions vacant in England and Wales. This discrepancy stresses the recruitment need in boards across the sector, a long standing problem for the sector.

5. Future workforce skills

This Chapter is adapted from the UK Voluntary Sector Workforce Almanac 2007 England report. It looks at qualification levels in the sector and at some of the future skills issues identified by employers. More detailed analysis of the workforce can be found in the Stage 1 skills demand report.

5.1. Voluntary Sector Employees are highly qualified

- Two out of three voluntary sector employees (67%) have an 'A' level qualification or higher⁵
- One-third of voluntary sector employees (33%) have a degree-level qualification. This equates to 188,000 employees.
- The voluntary sector employee profile of qualifications is very similar to that of the public sector. In the private sector half the employees (50%) have an 'A' level qualification or higher and around one in six (16%) have a degree or equivalent qualification.
- Between 1996 and 2005, the voluntary sector has had a higher percentage of employees with degrees than both the public and the private sectors.
- In the voluntary sector between 1996 and 2005, the number of employees with a degree rose from 132,000 to 188,000, an increase of 43%.

This demonstrates that there has been a professionalisation of the voluntary sector. Employees are now highly qualified and see a career path within the sector. Currently the Learning and Skills Council (LSC) is advocating a programme entitled 'Train to Gain', which provides free training to help employees gain their first Level 2 qualification. However, due to many voluntary sector employees already being highly qualified this programme does not provide the level of training that they require. The voluntary sector requires affordable training provision at a higher level to develop voluntary sector employees' skills and knowledge.

Voluntary sector employees by highest qualification level, (thousands)

	1996	1999	2002	2005
Degree or equivalent	132	156	175	188
Higher education	61	78	77	74
GCE A Level or equivalent	79	92	109	114
GCSE grades A-C or equivalent	84	104	109	110
No qualification	56	42	37	27
Total	483	544	567	611

Source: Labour Force Survey

Base: All people aged 16 and over

⁵ Between 1996 and 2005 the types of qualification which are grouped under each heading have changed, as new qualifications have been added and the question wording altered. Therefore caution should be taken when comparing the broad qualification headings for each year.

5.2. Future recruitment issues

The information in this section is taken from the Voluntary Sector Skills Survey 2007.

- Two-fifths of employers (40%) reported that they anticipate recruitment of at least one occupation to get more difficult over the next three years.
- Over one-fifth of employers expect recruitment of fundraisers to become more difficult (21%).

As the accumulation of funds is such a crucial part of an organisation, this is a big issue and one that requires further exploration.

By investigating employers' views on the ease of recruitment in the future, it is possible to identify two different types of hard to fill vacancies;

Firstly, those functions that are not hard to fill now but which employers perceive will be in the future. By identifying these functions, it may be possible to alleviate the difficulties before they begin.

Secondly, those functions which are currently hard to fill and which employers feel will continue to get more difficult. An existing challenge will therefore grow in size over time unless the trend is reversed.

Both of these types of hard to fill vacancy need to be identified to policy makers and training providers.

Functions which are not hard to fill now but which employers anticipate will be in the future

Chief Executive Officer (CEO)

- Two per cent of employers currently have hard to fill CEO vacancies.
- Seventeen per cent of employers anticipate recruitment of CEOs will get more difficult.

Finance

- Two per cent of employers currently have hard to fill vacancies within finance.
- Fourteen per cent of employers anticipate recruitment within finance will get more difficult.

The large increase in employers anticipating recruitment problems within finance may link to the role of the job becoming more complicated, in part due to the diversification of funding streams.

To ensure there is a continuing influx of skilled individuals, employers could encourage people who are still finishing their finance qualifications to apply through graduate recruitment entry programmes. Alongside this, work experience in a VS finance setting could be provided to those who are still at school or college. This would then encourage individuals to see a finance career in the sector as an option.

Salaries within the sector for finance posts are unlikely to be competitive against the private sector. Due to this employers need to publicise in the advertisements the opportunities within the VS for work-life balance, and flexible working practices or think about getting such policies in place to encourage new people and promote the bonus of working in the sector.

Functions which are hard to fill now and which employers anticipate will continue to be in the future

Function head

- Six per cent of employers currently have hard to fill function head vacancies.
- Thirteen per cent of employers anticipate recruitment of function heads will get more difficult.

As discussed earlier regarding the Chief Executive shortages, a similar strategy needs to be in place for this function to ensure a new batch of leaders within the sector. Work needs to be done encouraging skilled individuals from both inside and outside the sector into these functions.

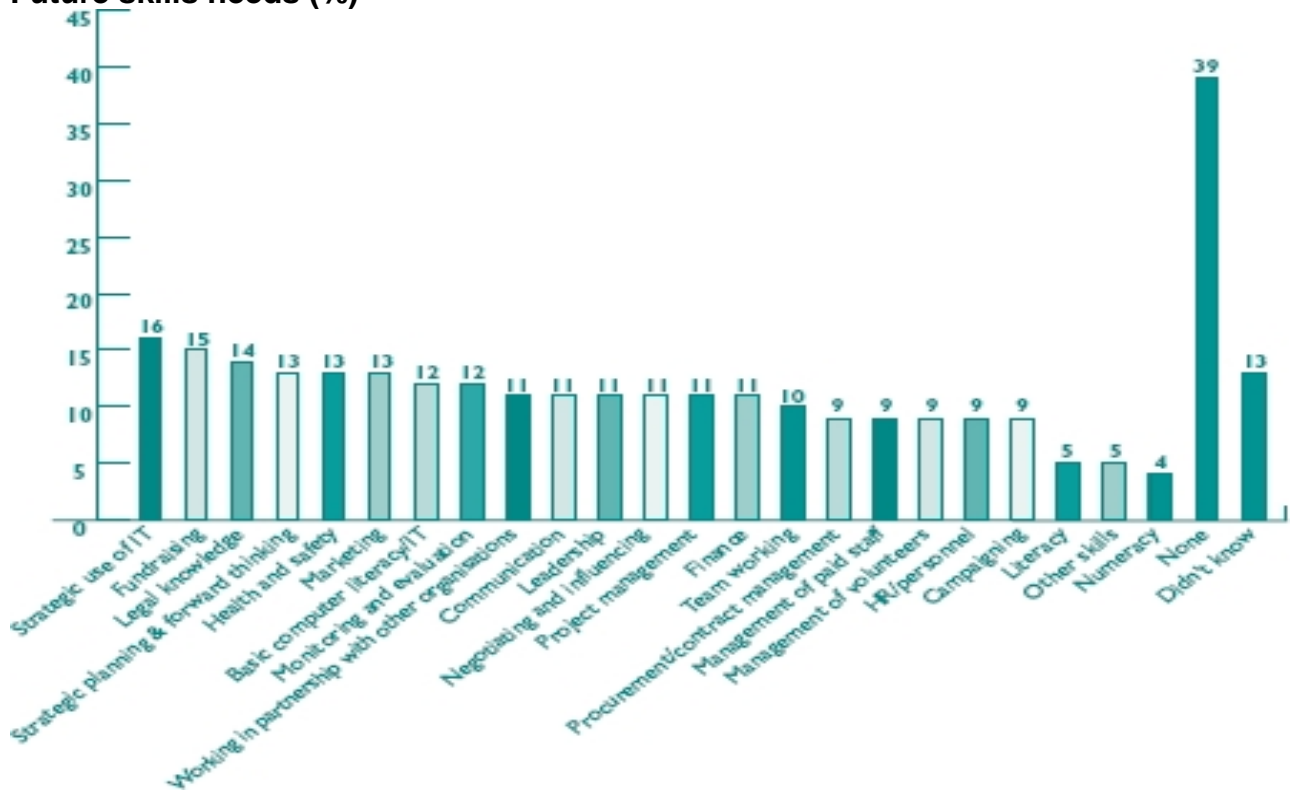
5.3. Future skills gaps

The environment which surrounds the voluntary sector is constantly changing. Drivers for this change are likely to be both sub-sectoral and function specific and are explored further in the stage 3 report analysis of skills issues.

As organisations develop new services and projects and apply for new funding bids, the skills required within an organisation are likely to change. Due to this, it is likely that there are skills needs among paid staff that are not currently an issue but which the organisation may experience in future years. This assumption was tested in relation to the next three years.

- Nearly half of employers identified a skills need within their organisation which whilst not apparent now, the organisation is likely to experience within the next three years (48%).
- The most frequently cited future skills needs were specialist skills.
- Approximately one in seven employers reported future skills needs within strategic use of IT (16%), fundraising (15%), legal knowledge (14%), and strategic planning and forward thinking (13%).
- Fundraising was a key issue for micro, small and medium-sized organisations, with more than 15% of employers of each size reporting gaps in this skill among their employees (16%, 15% and 15% respectively).
- For large organisations, basic computer literacy was the most prominent future skills need (15%).

Future skills needs (%)



Base: All employers (weighted=17,336: unweighted=1,922)

Skills needs for organizations falling under the main sector skills councils area of work were analysed.

- Skills within fundraising and the strategic use of IT were mentioned within the top three future skills needs of all four SSC's and were reported by more than one in six employers within each SSC. Following these two key skills, employers within the different SSC's identified different future skills needs.
- Within Skills for Health, employers mentioned communication skills, finance skills and partnership working (15%, 14% and 14% respectively).
- Employers within Creative and Cultural Skills also reported basic IT skills (14%), partnership working, marketing, and monitoring and evaluation (each 13%).
- Lifelong Learning UK employers most frequently cited health and safety, and monitoring and evaluation skills (15% and 14% respectively).
- Future skills needs reported by employers within Skills for Care and Development include legal knowledge (14%), and health and safety skills (15%).

6. Workforce development opportunities.

This section draws data from the desk research carried out to look at the specific courses and qualifications that are available to the sector. It focuses on the five sector specific areas identified: fundraising, management of volunteers, trustees and governance, campaigning and development work. Following this, it also explores the two areas that while generic in title, can be undertaken in the context of the VCS.

6.1. Fundraising

- There are currently nine accredited courses in the area of fundraising, conducted within seven different, mainly academic, institutions. The courses range from a level 2 qualification in fundraising skills for community groups through to charity resource management at a Masters level.
- There are a much higher proportion of unaccredited courses in fundraising available to the sector. The majority of these courses are one day in length and aim to give learners an overview of successful and effective fundraising. These courses are much more likely to be conducted by national and regional VCS providers.

Accredited

Qualification Title	Location	Level
Charity Marketing and Fundraising	Centre for Charity Effectiveness, Cass Business School (City University, London)	PgDip/ MSc
Grant making Management	Centre for Charity Effectiveness, Cass Business School (City University, London)	PgDip/ MSc
Charity Marketing & Fundraising	London South Bank University Business Computing and Information Management Faculty, Centre for Government and Charity Management	Postgraduate Certificate /Diploma/ MSc
Winning resources and support	Open University Business School	level 3 route to Institute of Fundraising certificate in fundraising management
Certificate in Fundraising management: Fundraising Practice and Managing Fundraising	Sheffield Hallam University, Charity and Voluntary Sector Unit,	Certificate
OCN Fundraising Skills for Community Groups	Gateshead Voluntary Organisation Council	level 2
Certificate in Fundraising Skills	Open College; Fundraising skills Ltd.	Level 3; Additional accreditation for online learning skills;
Charity Resource Management	Sheffield Hallam University	MSc
Charity Fundraising Management	University of the West of England	

Unaccredited

Training provider	Qualification Title	Length
Association of Chief Executives of Voluntary organisations (ACEVO)	Full Cost Recovery	1 day
	The Benefits and Challenges of Best Value and Sustainable Funding	1 day
	Strategic Financial Management	1 day
	Ensuring Successful Negotiations	1 day
	How non-fundraisers can manage the fundraising function	1 day
	Growing your organisation through earned income	1 day
Cumbria CVS	Successful Funding : Developing a Fundraising Strategy	1 day
Cumbria CVS	Successful Funding: Writing Funding Applications	1 day
Directory of Social Change (DSC)	Successful Capital Appeals: A Practical Approach	1 day
	Introduction to Developing Corporate Support	1 day
	Companies - Developing and Increasing Support and Sponsorship	1 day
	Corporate Fundraising	3 days
	Successful Fundraising with Digital Media	1 day
	Successful Multimedia Fundraising	1 day
	Successful Fundraising using Direct Mail	1 day
	Fundraising Events Management	1 day
	Full Cost Recovery	2 days
	'How to' Fundraise from the Community	1 day
	Winning Major Gifts	2 days
	Maximising the Effectiveness of Legacy Campaigns	2 days
	'How to' Raise Money from Legacies	1 day
	Building a Stronger Income Base	1 day
	Foundation Course in Fundraising Practice	4 days
	Managing Fundraising	5 days
	Effective Fundraising I	2 days
	Getting Money from Government	1 day
	Effective Fundraising II	2 days
	Selling from the Heart	1 day
	Developing a Sustainable Fundraising Strategy	1 day
	Charitable Trusts - Developing and Increasing Your Support	1 day
	'How to' Raise Money from Trusts	1 day
	Grant-making Trusts and Foundations	1 day
	Proposal and Bid Writing	1 day
	Developing Your Trading Income	1 day
Reducing Grant Dependency - Diversifying Fundraising	1 day	

Fircroft college of further education	Successful Fundraising & Bid Writing	3 days
	Developing a Fundraising Plan	3 days
	Funding Advisors Programme	6 days
London Council for Voluntary Service (LVSC)	New to fundraising	1 day
	Writing better fundraising applications	1 day
	Procurement and contracting: Writing winning tenders	1 day
	Understanding full cost recovery	1 day
	Devising a fundraising strategy	1 day
Mark Butcher Associates (MBA)	Building a Fundraising Strategy	1 day
Newcastle Council for Voluntary Service	ABC of fundraising	2 Half days
NICVA Neil Irwin	Practical strategy for fundraising	1 morning
NICVA Neil Irwin,	Tax effective fundraising	1 morning
NICVA Richard O'Rawe Assoc	Winning contracts 1: Understanding the public procurement process	1 day
	Winning contracts 2: Preparing a tender bid	1 day
	Winning contracts 3: collaboration partnering and contract negotiation	1 day
	Winning contracts 4: Action learning prepare and present a tender bid	1 day
NICVA Sayer Vincent	Full cost recovery	1 day
PNE Development	Preparing Winning Bids	1 day
PNE Development	Recovering All Costs	
RSPCA	Fundraising	No info
SCVO Alison Cairns, SCVO	Writing a good Funding Application	1 day
SCVO Barbara Love, SCVO	Costing your Application	1 day
SCVO e learning Pam Judson	Diversifying your income - making your organisation more sustainable	2 hours
SCVO Institute of Fundraising	What is Fundraising?	1 day
SCVO John Bonnar	How to win Contracts and Service Level Agreements	2 days
SCVO Pam Judson	Fundraising Fundamentals	2 days
	Fundraising from Trusts and Foundations	1 day
	Exploring Earned Income - Is it a viable option?	1 day
	Making your Fundraising sustainable	1 day
SCVO Pamela Redpath: CVS North Lanarkshire	Scottish Charity Accounts	1 day
SCVO Sandra Hogg, SCVO	Sourcing Funding for your Project	1 day
SCVO Tim Hencher, SCVO (Edinburgh); GCVS (Glasgow)	Full Cost Recovery - a Practical Implementation	2 x 1/2 days
Social Enterprise Academy	Financial Management & Income Generation	2 days
	Writing Tenders: Level 1 Contracting Know How: Getting Started	2 days
	Writing Tenders: Level 2 - Contracting Know How: Breaking through the Barriers	2 days

VODA (North Tyneside Voluntary Organisations Development Agency)	50 Useful Fundraising Tips & Ideas	1 day
Voluntary Action Sheffield	Understanding Full Cost Recovery	
	Fundraising and Trading for Charities	
	Managing Multiple Funders	
IoF/ DSC	Fundraising Practice	4 day
IoF/ DSC	Introduction to Fundraising	1 day
Nicola Llewelyn & Sara Carroll WCVA	Finding the right funding mix	
Nicola Llewelyn WCVA	An introduction to sustainable funding	1 day
	Preparing a sustainable fundraising strategy	
	Earning	
	Loan finance & asset based development	1 day
	Giving and public fundraising	
	Grants - fit for funding	1 day
SFP	Introduction to Sustainable Funding Workshop	
SFP	Getting Ready for Enterprise Course	

6.2. Management of volunteers

- There are currently five accredited courses available in the area of managing volunteers ranging from level 2 through to level 5.
- There are still only a small number of unaccredited courses available in this area again mainly provided by national and regional VCO's and taking one or two days to complete.

Accredited

Awarding Body	Qualification Title	Location	Level
Thames Valley University	FdA Managing with Volunteers		Certificate (Level 4)
ILM	Management of Volunteers NVQ programmes	PNE Development	Level 3
ILM	NVQ Management of Volunteers	PNE Development	Level 4
ILM	NVQ Management of Volunteers	PNE Development	Level 5
OCN	Good Practice in Volunteer Management	Gateshead Voluntary Organisation Council	Level 2
	Volunteers Management - coordinating volunteers	Volunteer Development Scotland	scqf level 6
	Volunteers Management - managing volunteers	Volunteer Development Scotland	scqf level 7
	Volunteers Management - management of volunteering	Volunteer Development Scotland	scqf level 8

Unaccredited

Training provider	Qualification Title	Length
University Of Wales, Lampeter	Managing Volunteers - Distance Learning	Flexible Distance Learning
Sunderland CVS	Volunteer Recruitment and Retention	1 day
Voluntary Action Sheffield	Volunteer Management	
Rotherham college -CEDR Community Education Programme	Introduction to Managing Volunteers	
DSC	Managing Volunteers	2 days
LVSC	Recruiting volunteers	1 day
LVSC	Managing volunteers	1 day

6.3. Trustees and Governance

- There are currently three accredited courses available exploring good governance or legal frameworks and governance in the VCS.
- The Scottish umbrella body for VCO's (SCVO) provides a number of courses exploring the roles and responsibilities of trustees, either running during for one evening or one day in length.

Accredited

Awarding body	Training provider	Qualification Title	Level	Length
OCN	LVSC	Legal frameworks and governance	Accredited OCN Unit - Intermediate This course is mapped to Management Standards E1	1 day
OCN	LVSC	Good Governance: Roles and responsibilities of a trustee	The course is accredited by NOCN at level 2 and 3.	6 evenings from September – December
OCN	LVSC	Good Governance Training for Trustees	Accreditation at either level 2 or 3.	Over 6 evenings

Unaccredited

Training provider	Qualification Title	Length
GVOC (Gateshead Voluntary Organisation Council)	Roles and Responsibilities of a Management Committee	1 day Course
Mark Butcher Associates (MBA)	The Sustainable Leadership Programme	Part time 6-15 weeks
Voluntary Action Sheffield	The Roles and Responsibilities of a Management Committee	
DSC	Duties of a Trustee	half day
LVSC	Chairing a voluntary organisation	1 day
	Responsibilities of a company secretary	1 day
	Your responsibilities as a management committee	2 evenings
SCVO Jackie Petitqueux	Committee Skills	1 day
SCVO John Bonnar	Liabilities and Risk: The Roles and Responsibilities of Boards	1 evening
SCVO Shirley Otto	Review, Appraisal and the Board	1 evening
SCVO Pamela Redpath: CVS North Lanarkshire	Do you know your SORP from your OSCR?	1 evening
SCVO Anne Angus, CVS Inverness	Good Governance	1 day
SCVO Sandra Hogg, SCVO	Legal Structure and Status for Boards and Management Committees	1 day

SCVO e learning	Governance 1: Is joining a board or management committee for me?	30 minutes
	Governance 2: Being part of a board or management committee	1 hour
	Governance 3: Tools for effective board and management committee working	Variable
	Governance 4: Legal structure and status for boards and management committees	Variable
	Governance 5: How boards and management committees look after the money	Variable
	Governance 6: How boards and management committees look after paid staff and volunteers	Variable
sponsored by the Governance Hub, produced by SAVO (Suffolk Association of Voluntary Organisations)	0. Trustee Elearning E-Induction	
	1. Trusteeship Introduction	
	2. All About Charities	
	3. Leadership	
	4. Roles & Responsibilities	

6.4. Campaigning

- There is currently one accredited course in campaigning run by the NCVO campaigning effectiveness team.
- A variety of VCS training providers offer courses in this area mainly focussing on campaigning, lobbying and influencing, mainly taking one day to complete.

Accredited

Training provider	Qualification Title	Location	Level
NCVO's Campaigning Effectiveness Programme and Westminster Explained	Campaigning	Central London	Certificate

Unaccredited

Training provider	Qualification Title	Length
ACEVO	Effective Campaigning and Lobbying for the Third Sector	1 day
DSC	Campaigning and Lobbying	1 day
DSC	Influencing Policymakers	1 day
DSC	Your Chance to Change the World - a one day masterclass for aspiring social entrepreneurs	1 day
SCVO Communications Team	Effective Campaigning	1 day
SCVO Jill Flye/ Mark Ballard, SCVO	Parliamentary Lobbying	1 day
SCVO Norman MacAskill, SCVO	Effective Campaigning	1 day
Bond	UK Corridors of Power	2 days
Bond	Action learning programme	9 sessions over 1 year
Management Centre	Influencing & Negotiating for Results	2 days
The Sheila McKechnie Foundation	Influencing Change	4 days
the-centre	Parliamentary lobbying and public affairs	In-house
RSPCA	How to campaign more effectively	3 days

Parli-training	Political Campaigning	1 day
Parli-training	Political Lobbying	1 day
Intrac	Advocacy and Policy Influencing	5 days residential
NSS Communications	Understanding marketing	
Voices for Change Cymru	Influencing the Assembly	1 day
	Influencing Local Government	1 day
	Introduction to campaigning – effective ways to get your voice heard	1 day
	Advanced campaigning and lobbying	1 day

6.5. Development work

This is taken from a perspective of those workers supporting organisations in the sector

- There are currently no accredited courses in this area. Work is currently underway to develop National Occupational Standards in this area and it is planned that these will lead to the development of accredited units in the future.
- There is currently only one main training provider of courses specifically tailored to development workers, each course lasting one day in length.

Unaccredited

Training provider	Qualification Title	Length
Skills and Knowledge for Local Development (SKILD) (NAVCA)	Being a NEW development worker	1 day
	Skills for development work	1 day
	Diversity – making it real	1 day
	Disability equality training for development workers	1 day
	Coaching for development workers	1 day
	From development worker to manager	1 day
	Every Child Matters – why it matters to development workers	1 day
	Options for premises	1 day
Sustainable Funding	Train the Trainer Workshop	

6.6. Management, leadership and planning

- This area had a much high number of accredited courses available, mainly provided by academic institutions. The courses range from a Level 1 course through to Level 7. The accredited courses mainly cover a wide range of issues and topics within the broader management area
- There is a wide range of unaccredited courses focussing on management, leadership and planning in the VCS. The unaccredited courses mainly focus on a particular aspect of this area for example delegation or performance. The courses are mainly provided by VCS organisations and take on average 1 day to complete.

Accredited

Awarding Body	Qualification Title	Location	Level	Length
	MBA Programme	Aberystwyth School of Management and Business	MBA	
	Voluntary Sector Studies and Management	Birkbeck (University of London) Faculty of Lifelong Learning	Certificate	2 years
	Community Leadership	Birkbeck (University of London) Faculty of Lifelong Learning	Certificate	2 years
	Voluntary Sector Management	Centre for Charity Effectiveness, Cass Business School (City University, London)	PgDip/MSc	
	Registered Managers Award	City and Guilds (The butterfly room) North East	NVQ 4	Flexible
	Community Volunteering	City of Bristol College		
	Public Sector Management	City University with City and Islington College	Foundation degree	2 years + 1 to make MSc
	Leadership and management (public sector)	Exeter college	Foundation degree	2yr Ft; 3yr PT
National Open College Network	Managing Voluntary and Community Organisations	Gateshead	NOCN Level 3 Certificate	6 days
	Public Services Management	Leeds Met Uni conducted at Bradford College	Foundation degree	2 yrs FT
	Public Services	Leeds Metropolitan University conducted at Park Lane College Leeds	Foundation degree	2 yrs (3 if progress to degree)

Institute of Chartered Secretaries and Administrators- ICSA	Charity Management	London South Bank University Business Computing and Information Management Faculty, Centre for Government and Charity Management	Institute of Chartered Secretaries and Administrators (ICSA) Certificate	1 year
MVA	Nonprofit and Voluntary Sector Management	London South Bank University Business Computing and Information Management Faculty, Centre for Government and Charity Management	MVA	
	Managing Organisations in the Voluntary and Community Sector	National College of Ireland, Dublin, School of Business and Humanities	NCI Certificate	1 year
National Open College Network	Managing Voluntary and Community Organisations	National Open College Network	NOCN Level 2 Certificate	
National Open College Network	Managing Voluntary and Community Organisations	National Open College Network	NOCN Level 3 Award	
	Management	NECA Training Ltd, Newcastle	Level 3	Flexible
	Public and Voluntary Sector Management	Newman University College, Birmingham	Degree BA	3 years
	Management and Leadership in the Public and Voluntary Sector	Newman University College, Birmingham	Foundation degree	3 Months To 3 Years
	Management	OU Business School	Professional Certificate in Management	
	Voluntary Action Management	Roehampton University, Centre for the Study of Voluntary and Community Activity.	MSc/PGDip/PG	Full-time: MSc: 12 months, PGDip: 9 months; part-time: MSc/MRes: 24 months, PGDip: 12-15 months, PGCert: 6-9 months
	Effective Voluntary Sector Management	Roehampton University, Centre for the Study of Voluntary and Community Activity.	10 credits at HE level 1	
	Charity Resource Management.	Sheffield Hallam University, Charity and Voluntary Sector Unit,	MSc/Postgraduate Diploma/Postgraduate Certificate	

	Professional Studies Charity Management	Southampton University	MSc	
		St Mary's College, Twickenham School of Management and Business Enterprise	MA, Postgraduate Diploma or Postgraduate Certificate	2 years
Thames Valley University	FdA Voluntary (Third) Sector Management Management	Thames Valley University	Certificate (Level 4) Foundation degree	2 years
		Tyne and Wear	Level 3	12 Months
	Public Service Voluntary sector pathway	University of Birmingham School of Public Policy	MBA, MSc/postgrad certificate programmes	1 year full-time, 2 years part-time (international stream full-time only) 2½ – 4 years distance learning (international stream)
	Public Partnership and Management: Voluntary Sector Pathway	University of Brighton	MA (PGCert PGDip)	Full-time: 1 year Part- time: 2 years
	Third Sector Management: Financial management	University of Cambridge	10 credits at Level 1	
	Continuing Education in Working with Voluntary Organisations	University of Cambridge	Certificate	
	Voluntary and Community Sector Management	University of Derby	Foundation Degree	2 years
	Social Enterprise: Development and Management	University of East London	MA/PgDip/Certificate	
	Public and Community Service	University of East London, Centre for Institutional Studies	Msc/Postgrad Cert/Diploma	
	Community Governance and Public Sector Management	University of Huddersfield	Foundation degree	3 years
	Managing Voluntary and Community Organisations	University of Leicester	Foundation degree	3 years
	Managing Voluntary and Community Organisations - Distance Learning	University of Leicester	Foundation degree	3 years
	Public Services (Voluntary Sector Management)	University of Plymouth	Foundation degree	2 years
	Volunteer Management.	University of Wales, Bangor	HE Certificate	
	Managing in Voluntary Organisations	University Of Wales, Lampeter - Distance Learning	Level 3	Flexible
	Management	Voluntary Action Sheffield	ILM Level 5	7 days
	First Line Management	Voluntary Action Sheffield	ILM Level 3	

ILM	Award/Certificate in Leadership	Bowles,	level 3	
Kaplan Professional	Certificate in First Line Management	Newcastle	Equivalent to a level 3 qualification	
Kaplan Professional	Introductory Certificate in First Line Management	Newcastle	Level 2	up to 5 weeks
Kaplan Professional/ GMCVO	ILM Diploma in Management	Newcastle	Level 3	16 + weeks
Kaplan Professional/ GMCVO	ILM Introductory Certificate in Team Leading	Newcastle	Level 2	Flexible
	Project management	LVSC	Birbeck accredited WBL ILM Development Award Introductory This course is mapped to Management Standards B1, C4, E1 & F1	2 days
	An Introduction to strategic planning	LVSC	Accredited OCN Unit - Introductory	1 day
	Monitoring and evaluation	LVSC	Birbeck accredited WBL - Intermediate	2 days
	Understanding risk assessment	LVSC	Birbeck accredited WBL - Intermediate This course is mapped to Management Standards E5, E6 & E7	1 day
	Effective business planning	LVSC	Accredited OCN Unit - Intermediate	1 day
	Managing voluntary and community organisations	LVSC	level 3 Vocational Qualification.	
	BTEC Professional Certificate in voluntary sector management level 4	LVSC Edexcel	BTEC level 4	The course consists of 6 days of workshop attendance over 10 months. It covers 7 units with coursework and a work based project.
	CMI Management NVQ programmes	PNE Development Newcastle	Level 3	Flexible
	Registered Manager Award	You will gain an Registered Manager Award qualification awarded by Edexcel. This course takes place at the Individuals place of work. Tyne and Wear	Level 4 - You will gain a Registered Manager Award qualification awarded by Edexcel.	Flexible
ILM	Coaching & Mentoring for First Line Supervisors		level 3	
Open College Network	First Line Management	Belfast	Level 3	10 week programme

ILM	Workplace Coaching for Team Leaders	Belfast		1 day
ILM	Coaching and Mentoring	Belfast	Level 5 Certificate	
ILM	First Line Management	Belfast	Level 3 Award	
ILM	Management	Belfast	Level 5 Award	
ILM	Management	Belfast	Level 6	
ILM	Executive Management	Belfast	Level 7 Award	
OCN	Community Leadership	Ulster peoples college	Level 2	
OCN	Women and Leadership	Ulster peoples college	Level 2	

Unaccredited

Training provider	Qualification Title	Length
Academy for Community Leadership	Learners To Leaders Programme	Between 15 to 30 hours a week for 6 months
ACEVO	Full Cost Recovery	1 day
	Peer Learning for Senior Managers	
	Leadership and Governance	1 day
	Ensuring Successful Negotiations	1 day
	New Chief Executive Programme	5 days over 5 Months
	Risk Management	Half day
	The Art of Resilience- Techniques to ease the pressure of being a CEO	1 day
	New CEO programme	5 days over 5 months
	Destination CEO?	
	1 day MBA	
ACEVO - Delivered by The Centre for Distance Management	Leadership and Governance	1 day
	Managing at a Distance	1 day
Birkbeck College (University of London)	Birkbeck Certificate HE Community Leadership	
Carol Barwick Associates Ltd	Interviewing Skills	Flexible
	Introduction to Supervision & Management	Flexible
	Identifying Training Needs	Flexible
	Motivating Your Team	Flexible
	Recruitment & Selection	Flexible
	Successful Supervision	Flexible
	Understanding & Managing Conflict	Flexible
	Negotiation Skills	Flexible
	Performance Management	Flexible
	Project Management	Flexible

CATC Ltd	Bullying and Harassment	1 day - Part time 16 + weeks
	Grievance, Discipline and Dismissal Procedures	1 day
	Managing Conflict and Aggression	1 day
	Motivation and Delegation	1 day
	Performance Management and Appraisals	1 day
	Project Management	2 day
	Role of the Supervisor / Team Leader	1 day
	Selection and Recruitment	2 days
	Managing Change	2 days
	Negotiation Skills	1 day
DSC	It's Tough at the Top - Leading Senior Teams and Working with the Board	1 day
	The Pleasure and the Pain	1 day
	Moving into Management	1 day
	Managing for Managers	3 days
	Support and Supervision of Staff I	1 day
	Support and Supervision of Staff II	2 days
	Coaching to Improve Performance	1 day
	Introduction to Management in the Voluntary Sector	3 days
	The Leadership Challenge	2 days
	Dealing with Difficult Behaviour	1 day
	Managing New Projects	2 days
	Practical Project Management	2 days
	Drawing Up and Using a Business Plan	1 day
	Strategic Planning	1 day
Dunelm Associates Ltd	Delegation Skills	1 day
	Negotiation Skills	1 day
	Leadership	1 day
eVOLution	MicroP2 Project Team Manager Training	1 day
Fircroft college of further education	Project Management	3 days
	Understanding Budgets and Finance	3 days
	Leadership and Management in the Voluntary Sector	3 days
	Developing Sustainable Organisations Programme	18 days
Greater Merseyside ChangeUp	Making Sense of Leadership in the Voluntary & Community Sector	
Greater Merseyside ChangeUp	Making Sense of Leadership in the Voluntary, Community and Faith Sector 2008	5 days
GVOC (Gateshead Voluntary Organisation Council)	Supervision and Support.	1 day

LVSC	Introduction to staff supervision	2 days
	Advanced supervision skills	2 days
	Managing people: appraisals	1 day
	Developing leadership skills	2 days
	Dealing with problem staff	1 day
	Managing for success	5 days
	Managing for the first time	2 days
	Employing for the first time	1 day
	Conflict management	1 day
	Managing redundancy	1 day
	Performance management	1 day
Mark Butcher Associates (MBA)	Influencing and Negotiation Skills	1 day
Mark Butcher Associates (MBA)	The Sustainable Leadership Programme	Part time 6-15 weeks
MCQ Limited	Assertiveness and Conflict Management	1 day
	Performance Management	1 day
	Recruitment and Selection	
NECA Training Ltd	Team Building and Leadership	1 day
	Appraisal Skills	1 day
	Managing Employee Performance and Behaviours	2 days
	Motivation and Team Building	1 day
Newcastle Council for Voluntary Service	Supporting and supervising staff	1 day
NICVA Richard O'Rawe Assoc	Strategic planning and getting results Day 1	1 day
NICVA Richard O'Rawe Assoc	Strategic planning and getting results: Day 2	1 day
NICVA Roisin Kelly	Managing staff	1 day
NICVA Susan Lavery	Recruitment and selection	1 day
NSS Performance	Strategic planning: supporting groups	2 days
NSS Performance	Monitoring and evaluation: supporting groups	
PEHPS Training Consultancy Ltd	Introducing and Managing Change	Half day
PNE Development	Being an Assertive Manager	
	Negotiating and Influencing	
	Planning, Monitoring and Evaluating a Project	
	Planning – <i>Business and Operational</i>	
	Recruiting, Selecting and Keeping Staff	1 day
	Recruiting, Selecting and Keeping Trustees	1 day
	Developing Effective Partnerships	1 day
Rotherham college -CEDR Community Education Programme	Managing the Project or Organisation	

Rotherham college -CEDR Community Education Programme	Managing People Through Support & Supervision	
SCVO	Introduction to Strategic Management	
SCVO e-learning	Introduction to Project Management	8 hours
SCVO Fiona Liddle	Monitoring and Evaluation	1 day
SCVO GCVS	Leadership and Change Management	5 days
	Introduction to Project Management	1 day
	Effective Absence Management	1 day
	Redundancy Handling	1 day
	Staff Appraisal	1 day
	Team Works	1 day
SCVO Shirley Otto	Managing and Supervising People	2 days
SCVO Social Enterprise Academy	Effective Leadership	1 day
Social Enterprise Academy	Developing Your Social Business	2 days
	Leadership, Enterprise & Social Change	2 days
	Responsive Leadership	2 days
	Leadership: Strategy & Change Management	2 days
	Leadership: Inspiring & Motivating People	2 days
Sunderland CVS	Project Planning	1 day
The Butterfly Room (part of the Avalon Group)	Effective Management and Leadership Styles	1 day
	Interpersonal Skills - Introducing NLP	1 day
	Lifelong learning - Managing CPD	1 day
	Managing Meetings	1 day
	Recruitment and Selection	1 day
	Report Writing for Managers	Half day
	Supervision and Appraisal	1 day
University Of Wales, Lampeter	Supervision of Group Workers	Flexible
VODA (North Tyneside Voluntary Organisations Development Agency)	Staff Appraisal	Half day course
Voluntary Action Sheffield	Management Skills for New Managers	A two day course, the 2nd date is 15 October.
	Supervision Skills	
	Managing Change	
	Attracting and Keeping Committee Members	
	Monitoring Your Project	
	How to Write a Business Plan	
	Project Management	
Getting it Right when Managing Your Organisation		

	Building an Active Management Committee	
Kate Thomas & Megan Evans WCVA	Project management in the voluntary sector	6 days
Nicola Llewelyn WCVA	Business and strategic planning - Delivered through the medium of Welsh	1 day
Nicola Llewelyn WCVA	Business and strategic planning	1 day
Kate Thomas	Staff supervision, support and development	3 days
Kate Thomas	Developing management and leadership skills for the voluntary sector	8 days
Angela Iacono	Managing risk across your organisation	1/2 day
NCVO 3rd Sector Foresight	Making sense of your environment: Training for leaders Part 1	2 hours
NCVO 3rd Sector Foresight	Making sense of your environment: Training for leaders Part 2	2 hours

6.7. Strategic use of IT

- There are currently no accredited courses in this area specifically for the VCS.
- The unaccredited courses explore basic IT with a VCS focus and mainly last one day.

Unaccredited

Training provider	Qualification Title	Length
Community IT Academy (CITA)	Net: Gain	Flexible
Community IT Academy (CITA)	Crisis Avoidance - Making your backups more effective	Flexible
Voluntary Action Sheffield	Managing ICT in the Voluntary Sector	
LVSC	Help I'm an accidental techie	1 day
	Web 2.0 and the web office	1 day
	Setting up a website	1 day
	How to cost and fund ICT projects	1 day

6.8. Other skill areas

HR Accredited

- There is currently one accredited course in HR specifically with a VCS focus which takes one year to complete.

Qualification Title	Location	Level	Length
Personnel Practice for the Community and Voluntary Sector	National College of Ireland, Dublin, School of Business and Humanities	CIPD Certificate	1 year

Charity finance Accredited

- There are currently four accredited courses focussing on charity finance and accounting, each provided by an academic institution.

Awarding Body	Qualification Title	Location	Level	Length
ICAEW	Charity Accounting & Financial Management	Centre for Charity Effectiveness, Cass Business School (City University, London)	PgDip/ MSc	1 year
	Charity Accounting.		diploma	
Chartered Institute of Public Finance and Accountancy - CIPFA	Charity Accounting and Financial Management	London South Bank University Business Computing and Information Management Faculty, Centre for Government and Charity Management	Postgraduate Certificate, Diploma or Masters	1yr, 2yr, 3yr
	Charity Finance and Accountancy		certificate	

Volunteering Accredited

- There are currently three accredited certificates in volunteering.

Awarding Body	Qualification Title	Location	Level
ASDAN	Certificate in Community Volunteering	ASDAN	Certificate
ASDAN	Community Involvement and Volunteering Award	ASDAN	certificate
	Certificate in Interpersonal Skills for Volunteers	University of Wales, Lampeter Department of Voluntary Sector Studies	Certificate One (40 Credits)

General sector Accredited

- Over the last five years there has been an increase in the number of accredited courses available for learners to study the VCS. These courses are provided by academic institutions and range from Level 3 qualifications through to Postgraduate masters courses.

Qualification Title	Location	Level	Length
Voluntary and Community Sector Studies	Birkbeck (University of London) Faculty of Lifelong Learning	MSc / Postgraduate Diploma / Postgraduate Certificate	MSc: two years part-time or one calendar year full-time; PgDip: two years part-time or one year full-time; PgCert: one year part-time.
Youth Participation	Birkbeck (University of London) Faculty of Lifelong Learning	MSc / Postgraduate Diploma / Postgraduate Certificate	
NGOs and Development	LSE, Centre for Civil Society, London School of Economics.	MSc	1 year
Working in the Voluntary and Community Sector	New College Durham: School of Business Management & IT validated by university of Sunderland	Foundation degree	2 years
Voluntary and Community Organisation Development	Newman College of Higher Education in Birmingham validated by University of Leicester	<i>Foundation degree</i>	
Higher Education in International Development	University of Cambridge	Certificate	
Active Citizenship & Volunteer Dev (C1))	University of Central Lancashire	BA/BSc Combined Honours	3 yrs
Volunteering and the Voluntary Sector	University of Derby	certificate	
voluntary sector studies	University of East London	MA, PG Cert, PG Dip	
NGO and Development Management	University of East London	MSc	One year full-time; two years part-time
Social Enterprise	University of East London	BA	
Capacity Building for Ethnic Minority Voluntary Organisations	University of East London, Centre for Institutional Studies	MBA	
Public Services	University of Glamorgan, Cardiff and Pontypridd	Degree	3yrs
LL.B degree: 1 module on charity law	University of Liverpool, Charity Law Unit, Liverpool Law School,	1 module on llb	
Social Care (Joint Honours)	University of Northampton	Degree BA/BSc (Hons)	3 years full-time or 4 years with placement
Voluntary Sector	University of Nottingham Business School Public Services	MBA	
Public and Community Services	University of Plymouth	Foundation degree	2 years
Voluntary Sector Studies	University of Wales, Lampeter Department of Voluntary Sector Studies	BA	
Voluntary Sector Studies	University of Wales, Lampeter Department of Voluntary Sector Studies	MA	
Community & Public Services	York College	Foundation degree	2 years
Social Enterprise	Glasgow Caledonian Uni	Post graduate certificate	1 year
Community Development	ulster peoples college	level 3	

6.9. Conclusions from supply research

A number of conclusions can be drawn from the research:

- Apart from in leadership there are very few accredited courses in the areas in these specific skill areas.
- The number of sector specific vocational qualifications registered on the National Database is small.
- Those that are registered are not widely available.
- There is a wide choice of unaccredited courses available many of which are delivered by sector organisations.
- Most of the unaccredited courses are short one day etc.
- A small number of universities have specialist departments that offer more than one course to the sector.
- FE providers are not a significant provider of sector specific training.

The research paints a picture of sector training as being primarily made up of short unaccredited courses delivered mainly by other sector organisations with a smattering of private sector providers who have seen a niche market and developed courses appropriately. These results back up the anecdotal evidence from the hub's work over the past three years. What the research is unable to show is the geographic spread of courses; the anecdotal evidence is that courses are more available in London and the surrounding area than anywhere else and that there is a concentration of availability in urban areas. More research would need to be carried out into this and into ways of ensuring that organisations across the UK are all able to access the training they need.

The amount of accredited training in all the areas where the Hub have National Occupational Standards is low or totally nonexistent, as many of these areas are also skills gaps this means that there is a significant issue for employees and volunteers in obtaining recognised training in these areas where improvement in performance is needed.

7. Take up and delivery

The information from this chapter is taken from the National Employer Skills Survey (NESS) 2007. It does not capture information about the non-accredited training that the sector does and there has been no time to undertake primary research to examine this, however we are able to get a good feel for the types of training and the take up from the data. Additional primary research would complement this and would form part of future LMI work.

- Of the 925,000 VCS employees that had received training in the previous 12 months, 208,000 (22 per cent of all trainees) had been trained towards a nationally recognised qualification; and of these employees, over half (57%) had been trained towards an NVQ – a total of 118,000 employees.
- In overall workforce terms, this means that 15 per cent of the sectors workforce had been trained towards a nationally recognised qualification and 9 per cent had been trained towards an NVQ.
- A little over one in four employers (27 per cent) were training at least one member of staff towards an NVQ or had done so in the previous 12 months.

These employers were typically providing training towards NVQ Level 2 and NVQ Level 3 qualifications.

7.1. Overall training

- The NESS reports that 924,891 staff were trained in the sector for the 12 month period measured by the survey.
- Employers were asked to distinguish between on-the-job and off-the-job training. This showed that 83.5% carried out some sort of training.

Number of VCS staff trained over past 12 months

	Yes	No	Don't know
Whether establishment has funded or arranged any off-the-job training for staff over past 12 months	69.4%	28.9%	1.7%
Whether establishment has funded or arranged any on-the-job training for staff over past 12 months	65.8%	31.9%	2.3%
Whether establishment has funded or arranged either on-the-job or off-the-job over the past 12 months	83.5%	16.0%	
Whether establishment has funded or arranged both on-the-job and off-the-job training over the past 12 months	51.6%	48.4%	

The type of opportunities provided was split between on the job and off the job training with 17.8% only training off-the-job and 14.2% only training on the job.

The types of staff trained was very similar regardless of the type of training with managers receiving significantly more training than other occupations. This could well be due to the rise in the number of managers in the sector as well as a result of the increasing professionalisation.

Types of VCS staff trained in past 12 months

	off-the-job	on-the-job
Managers	69.4%	65.7%
Administrative and secretarial occupations	39.8%	44.0%
Personal service occupations	26.6%	28.0%
Professional occupations	17.6%	17.3%
Associate professional and technical occupations	13.5%	12.6%
Elementary occupations	12.5%	15.4%
Sales and customer service occupations	7.2%	9.3%
Skilled trades occupations	5.5%	6.4%
Process, plant and machine operatives	1.4%	1.9%
other [unprompted]	4.2%	3.7%

Base: Filtered on those that train off the job (Multiple Response)

Base: Filtered on those that train on the job (Multiple Response)

The number of days training is also broadly the same for both types of training.

Average number of days training per VCS trainee – banded

	off the job	on the job
Less than a day	0.8%	1.5%
1 day	12.4%	11.5%
2 days	17.4%	15.2%
3 - 4 days	22.2%	19.4%
5 - 6 days	17.3%	16.8%
7 - 8 days	5.8%	4.9%
9 - 10 days	6.0%	6.4%
11 - 12 days	2.4%	3.2%
13 - 14 days	1.2%	1.6%
15 - 16 days	1.7%	1.3%
17 - 18 days	0.3%	0.2%
19 - 20 days	1.8%	2.2%
More than 20 days	5.8%	9.5%
Don't know	5.0%	6.2%

Base: Filtered on those that train off the job (Multiple Response)

Base: Filtered on those that train on the job (Multiple Response)

7.2. Recognised qualifications

- Based on those organisations that train either on or off the job, the number of staff trained towards a nationally recognised qualification in past 12 months is 208,014
- This figure represents about 15% of the sector based on NESS estimates for staff size

Number of VCS staff trained towards a nationally recognised qualification in past 12 months – banded (%)

None	45.4%
1-2 employees	26.2%
3-4 employees	10.7%
5-9 employees	8.5%
10-19 employees	4.5%
20-29 employees	1.4%
30-39 employees	0.6%
40-49 employees	*
50-99 employees	0.5%
Don't know	1.7%

Base: Filtered on those that train either on or off the job

- Of those organisations that provide training just over half trained at least one person towards a nationally recognised qualification

NVQs

- The number of staff trained towards an NVQ past 12 months is 118,337

As a general rule there are small numbers of learners per organisation, this has impacts on how providers engage with organisations as well implications on how to raise numbers trained in the sector. This is no doubt down to the small size of most sector employers.

Number of VCS staff trained towards an NVQ in past 12 months - banded

None	37.0%
1-2 employees	32.0%
3-4 employees	12.6%
5-9 employees	9.2%
10-19 employees	5.2%
20-29 employees	1.2%
Don't know	1.2%

Base: Filtered on those that train staff towards nationally recognised qualification

Unsurprisingly the majority of NVQs taken are level 2 and 3. The high numbers of level 3 qualifications has implications for the future benefit of Train to Gain with regard to the sector.

VCS Employers with staff being trained towards each level of NVQ

Level 1	5.1%
Level 2	48.0%
Level 3	58.3%
Level 4 or above	24.5%
Don't know	6.1%

Base: Filtered on those that train staff towards NVQ (Multiple Response)

Management of Volunteers NVQ

This is the only sector specific NVQ based on the Hub's NOS. It can be seen that the take up for this qualification has been low.

Number of people who have completed the NVQ since its inception

Year	Level 3 NVQ	Level 4 NVQ	Level 5 NVQ	Totals
2006 registration	0	1	0	1
2006 certification	0	0	0	0
2007 registration	23	15	1	39
2007 certification	0	2	0	2
2008 registration	0	16	5	21
2008 certification	21	13	4	38

Source: ILM London

Apprenticeships

- The number of apprenticeships offered by the sector is very low, with less than 5% of employers having apprentices in the last 12 months

	Yes	No	Don't know
Whether any staff have undertaken an Apprenticeship or Advanced Apprenticeship over the last 12 months (Based on those who had recruited staff aged 16-24, none of whom were under apprenticeships)	4.7%	92.9%	1.5%
Whether this establishment offers Apprenticeships or Advanced Apprenticeships for which you or a training provider would receive government funding (Based on those who said Yes to above)	9.5%	87.5%	2.1%

Reasons for VCS employers not offering Apprenticeships

Not relevant/applicable to our business/don't need them/not necessary	20.1%
All staff fully trained	11.6%
We don't (the job doesn't) require staff to be that highly skilled	11.4%
We prefer to recruit fully trained / fully qualified recruits	8.0%
Our business is too small	6.4%
We don't take on young people	5.5%
No apprenticeships available for our industry / sector / specialism	4.8%
Don't know enough about them / what we'd have to do	4.6%
Financial constraints/ Training is too expensive / can't afford it	4.6%
Lack of resources/ facilities	3.0%
Not worth my time for the money we get	2.6%
Lack of (government) external funding / grants	2.4%
We prefer to train in-house	1.9%
No vacancies/ not taking on new staff	1.8%
No young people have applied	1.7%
We haven't got the time	0.9%
It is a H/office decision	0.8%
Bad previous experiences with apprentices	0.7%
No such courses exist (unspecified)	0.3%
Not as good as they used to be	0.2%
High staff turnover	0.2%
Too much paperwork / bureaucracy / admin	0.2%
Our company is too new	0.1%
Don't know/ no particular reasons	14.3%
Other	6.7%

Base: Filtered on those that do not offer Apprenticeships (Multiple Response)

Apprenticeships have never been a traditional training method for the sector. There are a number of sector apprenticeships being trialled at the moment but there is significant work needed if the numbers are going to grow to reach the level of private employers that offer them (8%).

7.3. Provider information

Further Education

- Of the organisations that provided training in the past 12 months 38.2% have used FE colleges to provide teaching or training.
- Of those that have used FE 85% were either very (48%) or quite (37%) satisfied with the quality of the teaching or training

Reasons for VCS not using the teaching or training services of FE colleges in past 12 months

The courses they provide are not relevant	35.1%
Prefer to train in-house	22.3%
No need for training/staff are all proficient	8.1%
It is too expensive	7.3%
Use specialist/private training provider (inc. Chamber of Commerce)	4.2%
I don't know enough about the courses that they provide	2.3%
Lack of time (unspecified.) / Too busy to organise training (inc. cover for training, starting up new business)	2.2%
The quality or standard of the courses or training provided by FE colleges is not satisfactory	2.1%
There is a lack of information available about the courses they provide	1.5%
The start dates or times of the courses provided are inconvenient	1.5%
No FE college locally	1.5%
Course(s) provided/organised by local council/government organisations (inc. LEA)	1.3%
Training provided by professional/industry training body/association	1.2%
Have not thought about/considered	1.1%
Staff unwilling/do not want to train	1.0%
Training arranged by HO/Senior management	0.9%
Past use has not delivered the benefits you expected	0.5%
Training provided by supplier/manufacturer	*
No Particular reason	8.9%
Other	5.7%
Don't Know	4.0%

Base: Filtered on those that have not trained through FE colleges in last 12 months (Multiple Response)

Other providers

- Of those that provided training in the past 12 months 67.70% have used providers other than FE colleges to deliver teaching or training.
- Of those that have used these providers 93% were either very (59%) or quite (34%) satisfied with the quality of the teaching or training.
- Of those that use other providers 19.8% are using universities to provide teaching or training.

7.4. The sectors role as a provider

From both chapter six and the figures above it can be seen that a great deal of non-accredited training is undertaken within the sector. Knowledge of the sector shows that much of this is provided as short courses delivered by other sector organisations; a few of these may be dedicated training providers but many are support or specialist organisations for whom training plays only a part of their activity. This position was recognised by the LSC in their Working Together⁶ (2004) strategy

“The role of learning provider is probably the most significant aspect of engagement between the LSC and the VCS. Applied to the VCS, the term covers a broad scope of involvement, from organisations focused on learning, to those that combine it with other activities, as well as those providing complementary services such as IAG.”

The large amount of teaching and training that is delivered by small non specialist trainers has significant impact on the development of future strategies. As chapter six shows it is almost impossible to get a complete view of all the training that is on offer to the sector or to produce a definitive list of who provides it. We have attempted to get a flavour for this but that is all it is.

The significant role the Councils for Voluntary Service (CVS) and other infrastructure organisations play in training the sectors workforce cannot be underestimated, any strategy needs to recognise this and include ways to drive up the quality and availability of this type of training.

8. Employer attitudes towards training and skills

The first part of this chapter is taken from the Voluntary Sector Skills Survey 2007 – England report. The remaining sections comes from the Third Sector Skills Research 2008: further evidence and recommendations on skills gaps report.

A lack of time and funding for training and development are evident

Half of employers identified that the skills gaps within their organisation were caused by a lack of time and/or funding for training within their organisation. Micro and small organisations were more likely to report these causes.

However, employers acknowledge the importance of training

Overall, just under three-quarters of employers formally assess whether individuals have gaps in their skills and/or hold a training and development policy. Half of organisations hold a formal annual training plan. Due to the lack of time and funding for training these strategic intentions cannot be fully realised.

8.1. Training and workforce development

This section explores how employers manage their organisations and their human resources, focusing particularly on training and workforce development.

- Overall, just under three-quarters of employers (73%) formally assess whether individuals have gaps in their skills.

⁶ Working Together - A Strategy for the Voluntary and Community Sector and the Learning and Skills Council 2004

- Estimates show that 157,000 employees work in organisations where employers do not formally assess gaps in individuals skills⁷. This equates to over a quarter of the sector's workforce (28%).
- Large organisations are significantly more likely to formally assess skills gaps in their employees. Two-thirds (67%) of micro-enterprises formally assess gaps in employees skills increasing to 87% of large employers.

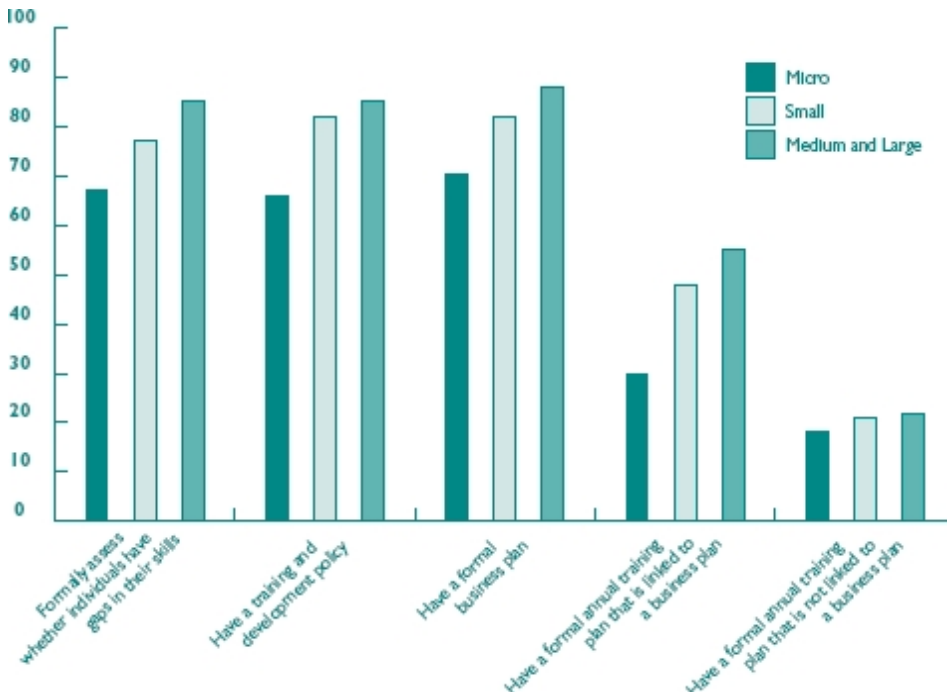
Employers acknowledge the importance of training...

- Just under three-quarters of employers (74%) have a training and development policy, with large organisations much more likely to have one.
- Estimates show that 149,000 VS employees work in organisations without a training and development policy. This equates to over a quarter of the sector's workforce (27%).
- Overall, 76% of employers have a formal business plan and 53% have a formal annual training plan.

By identifying whether an organisation's training plan is linked to their business plan, it is possible to explore whether the organisation plans its training around the current year's objectives or whether it is on a more ad-hoc basis. Those organisations that do have the two plans linked are more likely to identify any possible future skills gaps in advance leading to a more productive workforce.

- Overall, two-fifths of organisations have a formal annual training plan that is linked to their business plan (40%). This increases from just 30% of the micro-enterprises through to 56% of large employers.

Training and development, by size of organisation (%)



Source: Voluntary Sector Skills Survey 2007 Base: All employers (weighted=17,336; unweighted=1,922).

⁷ Using the average number of employees as a base

...with many having a training and development budget

- Two-thirds of employers (66%) have an annual training and development budget.
- This means that an estimated 186,000 employees work in organisations without a training and development budget.
- Micro-enterprises were much less likely to hold a training budget with 63% doing so compared to 71% of large employers.

These survey figures are much higher than in the Workforce Training in England Survey and the National Employers Skills Survey.

The *Workforce Training in England Survey* identified that 43% of employers had a training budget and 51% had a training plan whilst the National Employers Skills Survey reported that 33% of employers held a training and development budget and 45% a training plan (Winterbotham and Carter, 2006; LSC, 2006).

These comparisons should be interpreted with caution due to the differences in the questions. It does perhaps indicate the sector's understanding of how important training and development is.

If two-thirds of employers have a training budget but lack of funding is regularly cited as a reason not to be able to train staff, further work is needed to look at the size of budgets against the cost of courses that meet employers' (and employees') needs.

Training budget by size of organisation, all organisations (£)⁸

	Micro	Small	Medium	Large	All orgs
Mean budget per organisation (£)	1,733	4,423	11,342	13,356	3,877
Mean budget per employee (£)	347	221	169	41	121

Source: Voluntary Sector Skills Survey 2007

Base: All employers who responded that they did or did not have a training budget

Training budget by size of organisation, only those with a training budget (£)

	Micro	Small	Medium	Large	All orgs
Mean budget per organisation (£)	3,675	7,766	19,063	27,224	7,491
Mean budget per employee (£)	735	388	285	83	234

Source: Voluntary Sector Skills Survey 2007

Base: All employers who responded that they did have a training budget

- The average annual training budget per organisation is approximately £3,877 (rising to £7,491 if employers who do not have a training budget are discounted).
- This equates to an average of £121 per employee (rising to £234 per employee if employers who do not have a training budget are discounted).

People Count: Voluntary Sector 2006, a benchmarking survey, identified a median spend on training for each employee per year of £279 (Agenda Consulting, 2006).

⁸ Includes organisations who do not have a training budget

This survey includes a high proportion of medium and large VS organisations who are likely to be more engaged with training and development having paid to take part in the survey: this may be one of the reasons for the difference in figures.

These figures cannot be compared to the figures presented within the National Employers Skills Survey (NESS) due to the large variation between the questions. Identifying how much an organisation spends on its training and development is intrinsically difficult.

A straightforward question such as asking employers: 'what is your annual budget for training and development for the current financial year?' can be an underestimate for a number of reasons.

The response is unlikely to include staff time and thus excludes a significant part of training expenditure. Alongside this, it does not break the budget down in to constituent activities and does not probe respondents to think about costs they may not have remembered. Additionally, it does not include informal training provided by other employees that is not budgeted for in the same ways.

Due to these reasons, the National Employers Skills Survey has begun using a 24-question additional survey to explore training expenditure in more detail (LSC, 2006). The findings within this current survey, however, do give an indication of the number of organisations with a training budget and the employers basic expenditure on training.

- There are significant differences in the size of the budget related to the size of the organisation.
- Micro and small organisations appear to spend much more on training each employee than large organisations. Overall, micro enterprises spend on average £347 on training each employee. This compares to the £41 spent on training each employee within the large organisations.

There are a number of reasons why the micro and small organisations may spend more on training per employee. Economies of scale are likely to have an influence.

The larger the number of employees sent on a particular training course, the less the organisation usually has to pay per employee. It is also much easier in large organisations to provide internal training courses at a much cheaper rate.

In large organisations it is also possible that training and development is provided by employee's peers and colleagues, thus taking advantage of the wider skills set available. It should be remembered that training expenditure per employee is not an accurate guide to the amount or quality of the training received.

The Workforce Training in England Survey (2006) identified that the most common method used to develop training is via in-house staff (71%) (Winterbotham and Carter, 2006).

This reiterates a recurring theme emerging out of this research of the ease with which large employers are able to train their staff compared to small employers.

Conclusion

Many organisations display a strong commitment to training and development as shown by the number of organisations who formally assess employees' skills gaps, and have a training and development policy.

This research shows that, due to a lack of time and funding for training, the good intentions that VS organisations have got cannot be realised.

This situation is compounded by the skills shortages in the wider labour market mentioned earlier. These prevent organisations from attracting fully skilled proficient staff at the recruitment stage. Due to the lack of time and funding, employers and training providers need to identify successful ways of providing training within these constraints.

This may involve bite-sized training that is cost-effective and flexible to employees' requirements.

8.2. Impact of organisation size

Unsurprisingly, there were differences between small organisations and larger ones in terms of skills gaps. One of these differences related to the importance of trustees in smaller organisations and the impact of their skills gaps on the organisation. Several organisations commented on the need to train trustees alongside management. Another interesting difference between small and larger organisations concerned access to specialist skills. For example, smaller organisations struggled because they had no dedicated IT staff and no specialist knowledge in IT. For larger organisations it was more about ensuring that people had the basic IT skills throughout the organisation.

More generally there was a lot of multi-tasking in smaller organisations, which impacted negatively on the level of skills available. Building specialist skills happened 'on the job' in response to particular needs (e.g. marketing). At times, this was formalised through a shadowing scheme. It was felt that the lack of specialist skills meant that existing resources were often used ineffectively, with some people being completely over-stretched or over skilled for the tasks they were doing.

Larger organisations did not experience the same problems because they had the resources to recruit dedicated staff. However, some very specialised skills ('niche' skills such as horticultural therapist skills or specialist palliative care skills) were particularly hard to access and this was especially the case in the healthcare sector. There was also much more talk about the implications of poor people management in the focus groups aimed at larger organisations. Lack of skills in people management led to low staff morale and poor staff retention.

8.3. Identifying skills gaps

The focus groups aimed to explore what skills gaps organisations of different sizes were currently experiencing and were likely to experience in the future, and also to find out how organisations had identified these gaps.

Organisations use a wide mix of processes

Some processes were purely internal, others required the assistance of consultants (e.g. skills audit). Participants' organisations predominantly had an approach to identifying current skills gaps that combined several tools or processes. With regards to future skills gaps, except for one organisation that was developing a succession plan that would include future skills needs, no formal processes seemed to be in place. Although participants were good at identifying drivers of change that might impact on skills in the future (see section 1), many participants recognised that identifying future skills gaps was not something that their organisation did to any extent.

Standard tools and practices are widely used

Participants used standard tools such as inductions, supervisions and appraisals to identify and assess potential skills gaps. These tools were sometimes but not always extended to trustees and volunteers. Many of these tools are required by the Investors in People standard, which has undoubtedly contributed to making them so popular. However, some of the tools and practices participants referred to were perhaps more unexpected. These included service or events evaluation forms, feedback from IT helpdesk, inspection reports (e.g. Ofsted or Commission for Social Care Inspection (CSCI) reports), quality benchmarks, exit interviews, user complaints, grievances and disciplinaries.

Informal processes play a significant role in identifying skills gaps

Despite the widespread use of formal processes, what came out very clearly from the focus groups was that participants believed informal processes played or should play a significant role in identifying, understanding and addressing skills gaps. This was partly in reaction to the formality of some of the processes in place, which led participants to criticise what they considered a 'tick-box' or a 'form-filling' approach to assessment. This was mentioned particularly in relation to the annual appraisal system, which did not always give the opportunity for people to look back, review and change what had been decided. It was the more informal processes such as feedback from team meetings or site visits that allowed organisations to keep their 'finger on the pulse'.

In many organisations, small and large, formal and informal processes clearly co-existed and complemented each other. One participant, for example, described how yearly appraisals formed the basis of their training plan, but this was combined with a more informal approach which she qualified as being 'organic' in order to respond to emerging and changing needs. Unsurprisingly, there was more emphasis on informal processes in smaller organisations.

Communication is key to promoting a culture of learning

The significance of informal processes highlighted the need for good communication promoting dialogue, openness and trust. It was felt that promoting a culture of learning, which was considered of greater value than a set of practices and processes, depended on having an open communication policy that encouraged people to talk about their skills needs

8.4. Responding to skills gaps

Having talked about current and future skills gaps, and processes used to identify them, participants were then asked to reflect on the actions their organisation had undertaken to address the skills gaps they were experiencing.

No 'one-size fits all'

The array of actions participants mentioned in the group discussions was striking, demonstrating that in terms of training and development one-size does not fit all. Again there were major differences between small and larger organisations due to resource constraints. Generally smaller organisations had a more ad-hoc approach to learning. Learning 'on the job' on a 'need to know basis' by working with others was often the only solution they could envisage. One participant highlighted how in his organisation, despite a lack of policies and procedures, there was an understanding that support of new recruits would take place.

Smaller organisations were also more inclined than larger organisations to use trustees and volunteers in response to a skills gap. However, there was recognition that trustees and volunteers needed training and support too. Although they experienced a range of constraints in terms of time and funding, some smaller organisations were particularly creative and innovative in dealing with skills gaps. The resourcefulness of one organisation was highlighted, for instance, when it teamed up with others to form a training consortium.

Formal training and qualifications has increased

Formal training, provided either internally or externally, proved to be popular with the focus group participants. They noted that there had been a real push nationally in recent years to promote NVQs (National Vocational Qualifications) and that this determined to a certain extent the actions undertaken by organisations, especially in the social and healthcare sectors. This push towards qualifications was not always perceived as a good thing, partly because it had sometimes led to a more prescriptive way of addressing skills gaps that did not always match organisational and individual needs.

Other maybe less conventional actions than formal training included putting together guidelines, toolkits and briefings; having a human resources (HR) advice line; setting up a training group or a support group (specifically for volunteers, for example); shadowing and mentoring. These initiatives showed the need for a broader approach to development than offering training courses to embed learning within the organisations. They provided support on a more on-going basis so that people had a greater chance of putting into practice what they had learnt. However, reconciling individual and organisational needs was a real challenge for organisations. Some organisations seemed to put more emphasis on individuals than others and used reflective practice as well as individual learning plans and budgets.

Internal vs external solutions

Training and development was conducted both internally and externally. External sources of training were mostly used for NVQs, specialist skills (that were not available in-house) and management. Internal solutions were seen as a way to address the time issue and were considered more appropriate for cascading information and knowledge. Internally the format of training was often workshop-based, relatively short (i.e. 2 hours) and very specific in terms of content to suit precisely the organisations' needs. Some of the workshops were part of a bigger development programme and this was often the case for management skills. In addition to workshops, some organisations had away-days, aimed at all staff members or people in a similar job or position providing them with an opportunity to share skills and knowledge. With some organisations, internal solutions were supported by internal trainers. One of the organisations was planning, for instance, a 'train the trainer' scheme to improve the cascading of knowledge within their organisation.

Planning for training and development was generally quite poor

On the whole, participants gave the impression that the different actions undertaken by their organisations to address skills gaps did not form a coherent plan. However, there was good practice in a number of organisations, in which training and development plans were directly linked to and developed from a needs analysis. Good practice was identified in small and large organisations. In fact, the organisation that seemed to have the best and most thorough planning process was

a small organisation. Approach to planning depended a great deal on organisational management and structure, but also on individual managers and on how committed they were to learning and development. Again this indicated that learning and development is more than just a set of processes and procedures, but a value set.

In larger organisations priorities were, in some cases, set centrally by management or the HR department, which also had responsibility for the training budget. This was not always the case though and this led to reduced consistency within organisations. In the social and healthcare sectors, mandatory requirements for training and qualifications, linked to funding, seemed to dominate and determine priorities. Development needs generally exceeded resources available, which meant that mandatory requirements were prioritised even more.

Integration of training and development to overall planning was often absent

Numerous training and development initiatives were taking place, but they were rarely integrated into the overall planning process of the organisation. A real gap in practice was identified here. As one of the participants said, even though the theory of strategic planning is well understood, in practice the focus is very much on 'the here and the now'. One of the main reasons identified for this gap was poor communication. Despite examples of good practice in which strategic plans were well communicated throughout the organisation, often plans did not filter down. This highlighted the need for operations and strategy to work better together. Integrating training and development with overall planning was also considered difficult because it involved finding ways of reconciling individual development needs with organisational ones. Participants discussed the potential tensions between the two and the need for career pathways to be more clearly expressed.

8.5. Assessing successful actions

This section explores the effectiveness of the actions organisations have taken to address skills gaps and which of these actions have been successful and those that have not, and why.

Few formal evaluation processes exist

Participants reported that few formal processes were in place within their organisations to evaluate how effective training and development opportunities had been. In some organisations evaluation forms were used to assess the effectiveness of training and development, particularly courses. Their validity was however questioned, partly because they failed to assess the transfer of learning. Some employers saw the achievement of a qualification following a training course as an indicator of success. However, some participants questioned whether it really demonstrated that skills had been acquired and would be put into practice. Again the issue was assessing the transfer of learning. In light of this absence of satisfactory tools or indicators to assess the effectiveness of training and development, one of the participants described training as an 'act of faith'. Only one organisation amongst the participants seemed to have a very different experience. Her organisation seemed very proficient at evaluating employees training and development and had a three-stage evaluation in place, which included immediate, intermediate and outcomes evaluations.

A number of actions were particularly successful at addressing skills gaps

Key characteristics of successful actions were that they were specific and relevant to an individual's job, flexible and short. These characteristics proved particularly

important when involving part-time workers and volunteers. Participants identified that successful actions often brought together different people from within the same organisation and were more likely to be delivered by peers. Mentoring and shadowing schemes also highlighted the benefits of peer learning. Participants identified the extra benefits of successful actions to the individual as well as the organisation. These included the increase in confidence that comes from feeling skilled in an area and the opportunity for individuals to share information, concerns and good practice. Learning from others went beyond the organisation in some cases. Several participants talked of working collaboratively with other organisations getting together through events or site visits to share practice and experience.

A central theme of the discussions was the importance of integrating training and development within the culture of the organisation and building it into the organisation's values. This manifested itself in many ways. Participants identified the importance of follow-up actions and providing ongoing support to individuals. For example, a number of individuals who had recently been trained in one of the organisations met as a group enabling them to support each other. Many of the participants' comments related to how processes, such as appraisals, were used. They highlighted the need to ensure these processes were live tools and not solely a box-ticking exercise.

Successful actions to address skills gaps

Examples of successful action	Reasons for success
Visits to organisations delivering similar activities	<ul style="list-style-type: none"> • broadening of the organisation's views and skills • development of partnerships
Thematic learning sets	<ul style="list-style-type: none"> • sharing of common issues • sharing of ideas and good practice
Management course with regular follow-up meetings	<ul style="list-style-type: none"> • kept the discussion going • provided feedback • sharing of tips and good practice
Staff away-day	<ul style="list-style-type: none"> • staff felt valued and took ownership
Training provided through a training consortium	<ul style="list-style-type: none"> • training adapted to members' needs • shared expenses
Management briefings	short and targeted

Failure factors are often the flipside of success factors

The lack of relevance and flexibility of the training were thought to be the two factors that contributed most to poor results. One of the key issues participants identified was that organisations (and the people within these organisations) failed to cascade down the knowledge and skills that had been acquired in courses to people who had not attended. The ability of cascading information within an organisation was identified as a skill in itself. This was at times addressed by having a team of internal trainers.

A number of participants highlighted issues of bad practice regarding National Vocational Qualifications (NVQs). These centred on very bureaucratic internal processes, a lack of employee buy-in and poor quality of external providers. Regarding the external provision of training more generally, participants referred explicitly and critically to the fact that to some providers learning was just a business

and there was little attention paid to the quality and effectiveness of the courses that they provided.

8.6. Highlighting the challenges of skills development

The largest area of discussion was around the main barriers to skills development. The barriers identified could be separated into external and internal barriers. Internal barriers included attitudes of both the employer and the employee and organisational practices, whilst external barriers were areas not linked to the organisation.

A range of external barriers to skills development were highlighted

As identified within the skills survey, participants highlighted lack of funding and time for training as key barriers to skills development. Interestingly some participants considered lack of time as more of a problem than lack of funding. Logistically, it was difficult to release people from their jobs to attend training and development courses, particularly in the case of smaller organisations which often failed to meet the training and development needs they had identified. The training of managers and leaders was thought to be particularly expensive and this was a concern as leadership and management training was often needed throughout the organisation.

Beyond time and funding, participants were able to identify a wide range of other barriers to skills development. High employee turn-over, due to short-term funding arrangements from external sources, made targets in terms of training and development difficult or impossible to achieve. Project funding was considered a barrier because training requirements associated to the funding did not always correspond to the needs of the organisation and were not often included in the overall budget.

As within the skills survey, accessing external training and development was highlighted as a barrier to skills development. Whilst some form of free or very inexpensive training was available, this did not always suit the organisational needs and lacked flexibility. A key issue for organisations was the restricted nature of the funding for some training courses. If employees already had some form of qualification (NVQ level 2 or above), they were often not entitled to benefit from the training on offer.

Participants believed that some training providers represented a barrier to skills development when they failed to have a good understanding of the third sector and were 'in it for the money' only. Real gaps were identified between what the training courses available could deliver and what central government actually wanted. This was partly, it was thought, because government policies were changing all the time.

Internal barriers to skills development were manifested at different levels

Individuals' attitudes

Participants highlighted that employees did not always see learning and development as an opportunity. This was equally the case for volunteers and trustees². In some cases individuals felt that they already had the skills required or were reluctant to change their ways and leave their 'comfort zone'. Others were intimidated by any form of training they considered too academic. Some, particularly managers, thought they were too busy and could not make the time to attend training and development opportunities. One of the key organisational challenges was finding ways of dealing with these different attitudes as well as with different learning styles.

Employers' attitudes

Because of high staff turn-over, some organisations were reluctant to invest in training and development on the basis that they would not reap the benefits of their investment. Other negative attitudes towards training and development were apparent when it came to prioritising expenditure. Several participants noted that the training and development budget was the first to be cut. Within small organisations, one attitude of employers which had negative implications for skills development was the thought that it was just simply easier to get on with the job than spend time up-skilling someone.

Organisational barriers

Some of the barriers highlighted were linked to the organisations themselves. These included: the lack of forward thinking and planning; the inability to cascade knowledge to others, to ensure better sustainability (ie skills gained at both individual and organisational levels); and insufficient buy-in and support from directors and managers. For some organisations part-time working and employees working shifts or weekends made skills development more difficult to organise and manage. This was particularly relevant in the social care and health care sectors. Another organisational challenge identified was workforces dispersed across many locations as this was seen to have an impact on the delivery of training and development solutions

8.7. Further findings from the National Employer Skills Survey

Further understanding of employers attitudes can be ascertained from the National Employer Skills Survey data for 2007 This is the first year that this information has been available for use by the sector.

- Employers have a positive view of training with nearly two-thirds having a training plan and similar numbers having a budget.
- Nearly a half of employers who had provided training would like to have provided more.

Training within VCS organisations

	Yes	No	Don't know
Whether establishment has training plan that specifies in advance the level and type of training employees will need in the coming year	64.3%	34.0%	1.7%
Whether establishment has a budget for training expenditure	64.3%	31.3%	4.3%
Whether establishment formally assesses whether individual employees have gaps in their skills	76.2%	21.7%	2.1%
Of those that have provided training Whether would have liked to have provided MORE training over the last 12 months	48.4%	48.3%	3.4%

Source NESS 2007

- When asked about why they had not provided training almost half of employers said that it was because all their staff were proficient.

Reasons for VCS not providing training at all over the past 12 months - [unprompted]

All our staff are fully proficient	49.6%
No particular reason	14.3%
External courses are too expensive	6.4%
Training is arranged by Head Office	4.9%
Learn by experience / Learn as you go	4.6%
Lack of budget/funding for training	3.5%
The courses you are interested in are not available locally	3.1%
Small firm/training not needed due to size of establishment	2.4%
Employees are too busy to go on training courses	2.3%
I don't know what provision is available locally	2.0%
Managers have lacked the time to organise training	2.0%
Employees are too busy to give training	1.7%
Haven't got round to it / Planning for future	1.3%
Lack of time (unspecified)	0.7%
Business not operating long enough / New business (inc. takeover transition)	0.6%
Other	7.5%
Don't know	0.8%

Source: NESS 2007 Base: Filtered on those that have not trained either on or off the job (Multiple Response)

Of those employers who wished they could have provided more training the two main barriers that stopped this were time and money, this mirrors the findings from the skills survey work.

Barriers preventing organisation providing more training for staff over last 12 months

Lack of funds for training / training expensive	66.7%
Can't spare more staff time (having them away on training)	39.7%
Hard to find the time to organise training	9.2%
A lack of appropriate training / qualifications in the subject areas we need	4.5%
Difficulty finding training providers who can deliver training where or when we want it	3.3%
A lack of good local training providers	2.8%
Staff not keen	2.5%
Staff now fully proficient / don't need it	2.1%
Lack of knowledge about training opportunities and/or suitable courses	2.0%
Lack of provision (e.g. courses are full up)	1.8%
None	1.8%
Such decisions are taken at head office / company policy	0.8%
Other	4.5%
Don't know	1.3%

Source: NESS 2007 Base: Filtered on those who would have provided more training if they could (Multiple Response)

9. Conclusions

This report looks at, the type of roles undertaken by employees in the sector, the supply and take up of training and employers attitudes to training. Detailed analysis of the issues highlighted in this report and the impact that they will have on plans to improve skills in the sector will be explored in the final LMI report and in the subsequent Sector Qualifications Strategy.

Some of the key issues raised in the report:

- Occupations and roles in the sector are very broad, there are some specific sector roles but most of those who work in the sector are doing roles similar to colleagues in other sectors.
- The sector does not fit into the current SSC model. The majority of VCS organisations (78%) work across more than one SSC. With the exception of Skills for Care and Development, where VCS employers make up 58.8% of organisations in their footprint and where VCS employees make up 23% of the workforce, the sector makes up a very small percentage (6% or less) of any SSC footprint.
- The sector has a highly qualified workforce. This has implications for the type of future training that employers need as well as how this might be funded.
- As the sector and the environment it works in continues to change there will be issues with recruitment of suitably skilled staff, this will be most noticeable in leadership and specialist roles.
- The accredited training for the sector in the specialist areas examined is minimal and there is no co-ordination of delivery. The availability of vocational training is especially poor and there is little history of apprenticeships and only a small number of NVQs.
- A good deal of the training available to the sector is short and unaccredited; again this is uncoordinated and has patchy availability.
- The most significant barriers to training are time and money. Half of all employers that train would do more if they could, this implies that there is potential increases in demand if appropriate methods can be found to overcome barriers.
- The majority of employers see the benefit of training their staff with three-quarters having a training and development policy and two-thirds having an annual training and development budget
- Skills gaps are generally identified by informal processes but employers do have processes for induction, supervision and appraisal. It may well be that these are not used as well as they could be to inform skills issues and are used as a more operational tool.
- The amount of training per person is not high, this may be linked to the barriers identified, and the fact that the majority of unaccredited training is short courses.

Annex 1 Introduction to the Hub

The UK Workforce Hub is one of the six national hubs of expertise set up as part of the Government's ChangeUp programme. It offers guidance and advice to help third sector organisations to attract, develop and retain the staff and volunteers they need. The Hub also promotes good employment practice in the sector by offering a one-stop-shop website and helpline for organisations, as well as publications and networks.

Vision

Third sector organisations have the staff, volunteers and trustees with the diversity of skills and people they need to make an ever growing contribution to creating a better society.

Mission

To lead and facilitate action that makes it easier for third sector organisations (TSOs) to:

- Be great places to work and volunteer
- Be better employers
- Embrace a culture of learning and development

Objectives

1. More people come to work in the sector
2. People in the sector can continuously develop their skills in a variety of ways
3. Organisations have the resources and skills to be good employers

Outcomes

1. Employers, policy-makers and funders have access to reliable information regarding workforce development issues and needs.
2. Employers, funders and contractors value and invest in learning and good employment practice
3. Third sector organisations have the information, guidance and knowledge they need to recruit, manage and develop staff, volunteers and trustees.
4. Third sector staff, volunteers and trustees are enabled to continue to learn and develop
5. Third sector organisations have access to flexible, affordable and relevant learning and training.
6. Young people, school leavers, graduates, career changers, and those who advise them, have access to the information they need that encourages and enables people to come to work in the sector
7. A reduction in skills gaps and shortages.

Annex 2 Websites used in research

Leadership Directory	
Aberystwyth University of Wales	http://www.aber.ac.uk/
Academy for Community Leadership	http://www.afcl.ac.uk/
Acevo	https://www.acevo.org.uk
Action Learning Associates	http://www.actionlearningassociates.co.uk/
Aeneas	http://www.aeneasktc.com/
Asdan	http://www.asdan.org.uk/
Ashridge Business School	http://www.ashridge.org.uk/
Aston Business school	http://www.abs.aston.ac.uk/newweb/
Bangor University	http://www.bangor.ac.uk/
Bath University	http://www.bath.ac.uk
Birkbeck – University of London	http://www.bbk.ac.uk
Birmingham University	http://www.bham.ac.uk/
Bond	http://www.bond.org.uk
Bradford college	http://www.bradfordcollege.ac.uk/
Brighton University	http://www.bton.ac.uk/
Bristol University	http://www.bris.ac.uk
Butterfly Room	http://www.thebutterflyroom.org.uk/
Campaigning Effectiveness Programme, NCVO	http://www.ncvo-vol.org.uk/ce/
Carol Barwick Associates Ltd.	http://www.carolbarwick.co.uk/
Cass business school – City University	http://www.cass.city.ac.uk
CATC Ltd.	http://www.catc-ltd.co.uk/home.htm
University of Central Lancashire	http://www.uclan.ac.uk/
The Centre	http://www.the-centre.co.uk/
Centre for Effective Dispute Resolution	http://www.cedr.co.uk/
City College Coventry	http://cotu.covcollege.ac.uk/
City College Norwich	http://www.ccn.ac.uk/
City University	http://www.city.ac.uk/

University of Cambridge	http://www.cont-ed.cam.ac.uk/
Community IT Academy	http://www.communityitacademy.org/
Cumbria CVS	http://www.cumbrialearninglinks.org.uk/
University of Derby	http://www.derby.ac.uk/
Directory of Social Change	http://www.dsc.org.uk/Home
Dunelm Associates Ltd	http://www.dunelmassociates.co.uk/
University of East London	http://www.uel.ac.uk
Edinburgh's Telford College	http://www.ed-coll.ac.uk/
eVOLution	http://www.evolutiondarlington.com/
Exeter College	http://www.exe-coll.ac.uk
Fircourt College of Adult Education	http://www.fircroft.ac.uk/
FOUNDATION DEGREE FORWARD	http://www.fdf.ac.uk/
Fundraising skills	http://www.fundraisingskills.co.uk/
Gateshead Voluntary Organisation Council	http://www.gvoc.org.uk/
University of Glamorgan	http://www.glam.ac.uk/
Glasgow Caledonian University	http://www.caledonian.ac.uk
GMCVO	http://www.gmcvo.org.uk/
Greater Manchester ChangeUp	http://www.gmcvo.org.uk/?q=changeup
University of Huddersfield	http://www.hud.ac.uk/
Institute for Volunteering Research	http://www.ivr.org.uk/
Institute of Chartered Accountants	http://www.icaew.com
Institute of Fundraising	http://www.institute-of-fundraising.org.uk/
International NGO Training and Research Centre	http://www.intrac.org/
Kaplan Professional	http://www.kaplanfinancial.co.uk
University of Kent	http://www.kent.ac.uk/
Kings College London	http://www.kcl.ac.uk
University of Wales Lampeter	http://www.lamp.ac.uk/
Leading Light	http://www.leading-light.tv/
Leeds Metropolitan University	http://www.leedsmet.ac.uk
University of Leicester	http://www.le.ac.uk
Leicestherday	http://www.leicestherday.org.uk/

University of Liverpool	http://www.liv.ac.uk/
London School of Economics	http://www.lse.ac.uk/
London Southbank University	http://www.lsbu.ac.uk/
LVSC	http://www.lvsc.org.uk/
Management Centre	http://www.managementcentre.co.uk/
Mark Butcher Associates	http://www.mba-consulting.co.uk/
MCQ Limited	http://www.mcq.co.uk/
<i>National Assessment Agency</i>	http://www.naa.org.uk/
National college of Ireland	http://www.ncirl.ie/
<i>National database of accredited qualifications</i>	http://www.accreditedqualifications.org.uk/
NAVCA	http://www.navca.org.uk
NECA Training Ltd.	http://www.neca.co.uk/
Newcastle Council for Voluntary Service	http://www.cvsnewcastle.org.uk/
New College Durham	http://www.newcollegedurham.ac.uk
Newman University College Birmingham	http://www.newman.ac.uk/
NIACE	http://www.niace.org.uk/
NICVA	http://www.nicva.org
North Tyneside Voluntary organisations development agency	http://www.voda.org.uk/
University of Northampton	http://www.northampton.ac.uk/
University of Nottingham	http://www.nottingham.ac.uk
Open College	http://www.opencollege.info/
Open University Business School	http://www.open.ac.uk/oubs/
Parli-training	http://www.parli-training.co.uk
PEHPS Training Consultancy Ltd.	http://www.pehps.com/
University of Plymouth	http://www.plymouth.ac.uk/
PNE Development	http://www.voluntaryskills.com/
Sheffield Hallam University	http://www.shu.ac.uk/
<i>Quality Assurance Agency</i>	http://www.qaa.ac.uk
<i>Qualifications and Curriculum Authority</i>	http://www.qca.org.uk
Richard O’Rawe Associates	http://www.orawe.com/

RISE	http://www.rise-sw.co.uk
Roehampton University	http://roehampton.ac.uk/
Rotherham College	http://www.rotherham.ac.uk/
RSPCA	http://www.rspca.org.uk
Saba	http://www.saba.com/
SCVO	http://www.scvo.org.uk
Sheila Mckechnie	http://www.sheilamckechnie.org.uk
Social Enterprise Academy	http://www.theacademy-ssea.org/
Southampton University	http://www.soton.ac.uk
St Mary's University Twickenham	http://www.smuc.ac.uk
Sunderland CVS	http://www.sunderlandcvs.co.uk/
University of Sunderland	http://www.sunderland.ac.uk/
Thames Valley University	http://courses.tvu.ac.uk/
Trustee E Learning	http://trusteelearning.org/
University of Sussex	http://www.sussex.ac.uk/
UCAS	http://www.ucas.com/
University of Wales Institute, Cardiff	http://www.uwic.ac.uk
Volunteer Development Scotland	http://www.vds.org.uk/
VolResource	http://www.volresource.org.uk/
Voluntary Action Sheffield	http://www.vas.org.uk
Volunteering England	http://www.volunteering.org.uk
Voluntary Sector Studies Network	http://www.vssn.org.uk/
WCVA	http://www.wcva.org.uk
West Suffolk College	http://www.westsuffolk-ac.co.uk/
York College	http://www.yorkcollege.ac.uk/indexa.html
University of York	http://www.york.ac.uk/
York Institute for Community Theology	http://www.theologyinthecommunity.org.uk/

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Website links

- Workforce Hub www.ukworkforcehub.org.uk
- Workforce Hub SQS site www.ukworkforcehub.org.uk/SQS
- NCVO www.ncvo-vol.org.uk
- NICVA www.nicva.org
- SCVO www.scvo.org.uk
- WCVA www.wcva.org.uk
- Guidestar www.guidestar.org.uk