



Management and Leadership

Learning and Qualifications Strategy



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Introduction

Sector Skills Councils (SSCs) and other recognised Standard Setting Bodies (SSBs) such as the Management Standards Centre (MSC) are now responsible for ensuring that the skills needs of employers in the sectors they represent are clearly defined. The UK Regulatory Authorities (RAs), QCA, ACCAC, CCEA and SQA, working with these organisations and other strategic partners, have a responsibility to reform and rationalise vocational qualifications to ensure they support workforce development and the needs of individual learners. Sector Qualifications Strategies (SQS) will assist in the reformation and rationalisation of vocational qualifications.

The SQS is designed to provide a UK-wide vision or 'blueprint' for the design, development and implementation of qualifications and/or other learning provision in each sector, which is underpinned by robust evidence of sector need and capable of supporting workforce development in years to come. The SQS should in turn provide a sound basis for planned, strategic and intensive activity by all stakeholders, to reform and rationalise provision. A SQS should:

- Provide clear statements of employers' needs with respect to qualifications and/or other learning provision
- Provide clarity on the broader range of skills and knowledge which will be required by that sector in the short, medium and longer term
- Articulate what the SQS is intended to achieve, indicating what work is required to be undertaken, how the information will be gathered, who will be involved and within what timescales
- Enable a shared understanding of sector needs and provide the foundation for more effective partnership and collaborative working between a wide range of stakeholders

The Management and Leadership Learning and Qualifications Strategy (M&LLQS) has been produced by the Management Standards Centre on behalf of, and after extensive consultation with, the Sector. It is a high level strategy intended to inform the development of Management and Leadership qualifications throughout the United Kingdom.

Sector Qualifications Strategies evolve over time, in response to the changing needs of the Sector and to the changing policies and regulations in place in England, Northern Ireland, Scotland and Wales. Therefore, the Strategy presented here is a working document and subject to continuous review.

1 Scope of the SQS

1.1 Sector Coverage

The M&LLQS covers Management and Leadership. These are not vertical sectors of the economy and are not, therefore, represented by a Sector Skills Council (SSC). On the contrary, they run horizontally across all sectors and have a major impact on the development, productivity and performance of organisations in every vertical sector, and as a result UK economic competitiveness.

The Labour Force Survey reports that there were 4.3 million people with significant management responsibilities in the UK in 2005/6, with 2.8 million men and over 1.4 million women. The number of Managers is set to grow to nearly 5 million by 2020.

1.2 Occupations covered

The M&LLQS is a strategy for all managers and leaders (including those at supervisory levels) across all sectors in the four nations: Scotland, Northern Ireland, Wales and England. In 2005/06 managers accounted for 15.1% of all occupations in employment.

Table 1 – Managers in the UK, Winter 2005/6 %

	All in employment	Women	Men
Managers and senior officials	15.1%	11.2%	18.4%
All persons	28.8m	13.3m	15.5m

Source: Labour Force Survey, Aug 2006

1.3 Population of learners

The M&LLQS caters for all learners at post-secondary, graduate, and professional levels, existing managers and leaders, and those aspiring to become managers or leaders. There is a vast amount of data on the numbers of learners by the various types of management and leadership qualifications reported in the **Gap Analysis** produced during phase 3 of the M&LLQS, which need not be repeated here.¹

However, some key highlights are: in Higher Education there were 70,135 students enrolled on Management related courses in 2004/05 (source Higher Education Statistics Agency); while table 2 below reports the number of certificates awarded for NVQs up to September 2004, and table 3 shows the numbers of MBA graduates per year between 2000 and 2003.

¹ For report see: http://www.sfn-mandl.org.uk/files/Qual_strat/MLQLS_Gap_Analysis.pdf.

Table 2 – Cumulative certificates awarded for specific management NVQs (data to September 2004)

NVQ Title	NVQ Level	Total no. of certificates awarded
Management	3	17,266
Management	4	38,945
Management	5	6,130
Operational Management	5	3,442
Supervisory Management	3	16,025

Source: Qualifications and Curriculum Authority (QCA), 2004

Table 3 - MBA Graduates 2000 to 2003

Year	Total full-time British and overseas students	British Full-time students only	Part-time, including in-company, modular and consortium	UK distance learning	Total all students	Total British students
2003	5051	1005	4037	2302	11390	7207
2002	4931	1015	3861	2258	11050	7134
2001	4651	1226	3794	2218	10663	7238
2000	4724	1317	3656	2509	10889	7482

Source: Association of MBAs 2003

Based on employer feedback the Management Standards Centre launched new management apprenticeship frameworks for England and Wales in 2006/07. These new frameworks included updated documentation which was disseminated to over 200 apprenticeship training providers. The new frameworks were effective as follows:

- Advanced Apprenticeship & Modern Apprenticeship Management – 1st May 2006;
- Foundation Modern Apprenticeship (Wales only) Team Leading – 1st May 2006;
- Apprenticeship Team Leading (England) – 1st August 2006.

During 2006/07 the MSC certificated **2,391** apprentices and advanced apprentices in England and Wales, and registered **1,193** modern apprentices across Scotland.

There is a vast amount of ongoing training for existing managers and leaders across the United Kingdom. The Chartered Management Institute reports that there has been a significant increase in management development activities (internal and external), across all seven European countries researched, since the early 1990s, with an annual increase from an average of 5.4 to 9.3 days per manager per year.

Table 4 – Amount of Management Training per year (days per manager)

	UK	France	Germany	Spain	Denmark	Norway	Average
HR Manager	8	7	7	13	12	8	9.3
Line manager	10	7	8	13	7	7	8.8

Source: *Developing Managers: A European Perspective*, Chartered Management Institute, 2004.

Table 5 – Management development spend in Europe

Country	Euros per manager on average per year
Germany	4,438
Denmark	3,387
Norway	2,734
France	2,674
Spain	1,803
United Kingdom	1,625
Romania	424

Source: *Developing Managers: A European Perspective*, Chartered Management Institute, 2004.

However, as table 5 shows the average amount of spend per manager per year for development in the UK is far lower when compared to other European countries.

1.4 Population of employers

As the M&LLQS is cross-sector, the population of employers covers management and leadership in large companies and small to medium enterprises across all sectors, including public, private and voluntary sectors.

1.5 Range of provision and types of current qualifications

Management and Leadership learning and qualifications covered by this strategy include those in the following classifications:

- **Academic covering:** Certificates, Diplomas, Foundation Degrees, Bachelor Degrees, Masters Degrees, Doctorates
- **Professional covering:** Professional Qualifications, Accredited Continuing Professional Development (CPD)
- **Vocational covering:** National Vocational Qualifications and Scottish Vocational Qualifications (S/NVQs), Vocationally Related Qualifications (VRQs)
- **Learning not Officially Accredited covering:** Group learning, Structured remote learning, Structured experiential learning, Opportunistic learning, Unaccredited assessment

UK-wide scope

The Vision and Principles that underpin this strategy are shared by key stakeholders and employers and managers in all sizes of organisation in all sectors across the four UK nations (see appendix one). However, the different policy, regulatory, funding and institutional frameworks in the four nations mean that the implementation plans – how the Vision is realised – will be different in each country. There may well also be differences in the way the vision is achieved in different regions in England.

1.6 Key Issues and Priorities

Reviewing the literature for the M&LLQS indicates some clear requirements for management and leadership learning and qualifications in the future.

Firstly, they need to be clearly related to business needs and deliver real benefits for managers and their organisations.

Secondly, they need to be bite-sized and allow managers and leaders to chunk-up their learning into larger qualifications over time.

Thirdly, they need to reflect the trend towards more informal modes of learning.

Fourthly, they need to fit together in an easily understandable framework that encompasses knowledge-based, skill-based and competence-based qualifications and supports lifelong career development.

Fifthly, they need to be delivered via a range of media, including electronic media, which fit in with managers' and leaders' lifestyles.

These requirements apply especially to SMEs where the penetration of management development and qualifications is weakest; however, there are indications that managers and leaders in larger organisations are also seeking these features.

The priorities for development in response to these issues, some of which have already been achieved, while others are in the first stages of progress, include:

- Review and revision of the qualifications framework;
- The MSC is currently in the process of consulting with employers, providers and learners about suitable guidance material designed to support the management apprenticeship schemes in England, Wales and Scotland. As a result of these consultations promotional literature for the apprenticeships will be published and disseminated during the summer;
- Feeding into Specialised Diploma developments (to ensure management and leadership skills are incorporated), such as the Diploma in Public Service led by Government Skills SSC, the purpose of this project is to develop a specialised diploma suitable for 14-19 year old students wishing to pursue employment in the public service, and includes core skills required by the Professional Skills for Government (PSG) framework such as people management, financial management and project management;
- Gaining approval from Foundation Degree Forward to launch the MSC's Foundation degree framework for Management and Leadership based on NOS;
- Continuing to develop a database of all known projects whose focus is to contextualise the new NOS. The MSC has worked to encourage the use of the standards in software tools to help improve managerial and business performance. In 2006/2007 we licensed the use of the management and leadership standards in four products;
- The MSC has supported the development and submission of Automotive Skill's level 3 NVQ qualification in Automotive Retail Management. A further indication of the extent to which the SfBN feels it has ownership of the NOS can also be demonstrated by their use by four SSCs: People 1st used the NOS in their Visitor Attraction, Theme Park, and Holiday & Hostel Industry Standards Project; Go Skills have used the M&L NOS for a Rail Operations Level 3 qualification; Skills for Justice used the M&L NOS to develop a Suite of NOS for Policing and Law Enforcement; Skillset have imported NOS during the re-development of their NOS for Photo Imaging. In total in 2006/07 19 different SSCs/SSBs used the M&L NOS in various projects to develop qualifications;
- SkillsActive and the MSC also work in partnership through the Management and Leadership Qualifications Forum to ensure that accredited and emerging generic management and leadership qualifications offers are responsive to the needs of the employers represented within the SfBN.

It should be clear that issues and priorities change over time and that the speed of change in the Sector can sometimes be very high. Thus priorities will evolve during the life of M&LLQS and those that are listed above may be superseded before the next full review of the M&LLQS.

1.7 Government Policy: Raise UK Competitiveness

In its response to the Council for Excellence in Management and Leadership (CEML) final report in 2002, HM Government recognised the critical role UK's leaders and managers have to play in UK competitiveness and social development:

Many British leaders and managers are innovative, creative, visionary and inspirational. We rely heavily on them to sustain our place as one of the world's leading economies. But in today's fast-moving competitive environment we need to continue to drive up the performance of the best and to address weaknesses in management and leadership that are holding back productivity and performance. This is not a new issue, but it has become increasingly more critical. Our productivity as a nation is already lagging behind our competitors in North America and Europe. By tackling our management and leadership deficit with real vigour, we will unlock the doors to increased productivity, maximise the benefits of innovation, gain advantage from technological change and create the conditions for a radical transformation of public services. We are conscious that good leadership and management is as vital to the success in the public sector as it is elsewhere in the economy. We are committed to much better delivery of our public services. This cannot happen without significant improvements in the quality of public sector managers and leaders and those in the voluntary and social enterprise sectors.

Documents published by the Devolved Administrations demonstrate that there is consensus about the crucial role of leaders and managers and progress has been made, particularly in Northern Ireland (with the support of the Management and Leadership Network) and in Wales (with the support of the Wales Management Council) to develop coherent strategies for developing managers and leaders to meet present and future challenges. The MSC's phase 1 M&LLQS report already outlines the key trends and gaps in management and leadership skills and key government strategies for qualification development across England, Wales, Scotland and Northern Ireland and need not be repeated here.²

The key challenge to ensure successful implementation of the M&LLQS presented here is to effectively bring together a range of organisations that have a strategic influence on management and leadership learning and qualifications and make them work in unison. This co-ordinating role has been entrusted to the Management

² For report see http://www.sfn-mandl.org.uk/files/Qual_strat/MLLQS_Phase_1_Report.pdf.

Standards Centre and we are working in partnership with the SQD team at the Sector Skills Development Agency, SkillsActive and the SfBN Management and Leadership Forum, government departments, the Advisory Panel on Management and Leadership, and Investors in People UK to ensure effective implementation of this strategy.

1.7.1 Leitch Review of Skills

The Leitch Review of Skill's Final Report, *Prosperity for all in the global economy*, published by HM Treasury on 4 December 2006, states:

Improving management and leadership is a complex and a challenging problem. Training will only make a contribution to tackling this problem if management training meets the needs of employers. To ensure this, the Review recommends that the Leadership and Management Advisory Panel advise the Commission for Employment and Skills on developing National Occupational Standards for management with the Management Standards Centre and building on work already done by the Chartered Management Institute. (p. 90)

As a result, in partnership with the 14 Management and Leadership Champions from various SSCs,³ the Management Standards Centre recently developed and launched a **Management and Leadership Toolkit** and a promotional leaflet targeted at employers called **Management Standards: the Essential Guide**. The toolkit includes a CD copy of the standards and has been widely distributed.⁴ Organisations such as Wales Management Council, the Scottish Executive, the Management and Leadership Network Northern Ireland, Regional Development Agencies, SSCs/SSBs, as well as other stakeholders have all received and disseminated copies to their networks. The promotional leaflet lists the top ten management priorities based on extensive research carried out with employers across all SSC footprints.⁵ It outlines the relevant NOS units to apply to help address key management learning priorities.⁶

The Leitch Review is likely to exert a key influence over the Government's skills policy, at least in England, until 2020. Whilst it has profound implications across the whole of the skills agenda, the following messages have particular significance for management and leadership.

³ The 14 SSCs with M&L Champs are Summit Skills, Skills for Logistics, GoSkills, Improve, Skills for Health, SkillsActive, Cogent, Skillset, Asset Skills, Skillsmart, LLUK, Skills for Justice, SEMTA and Skillfast-UK.

⁴ To download a copy of the toolkit visit: http://www.sfbn-mandl.org.uk/NOS_toolkit.htm.

⁵ Report from: http://www.sdda-mandl.org.uk/files/mgt_md/SSDA-top-ten-issues-report.doc.

⁶ For instance, one of the top priorities cited by employers is the need for effective Business Planning; relevant M&L standards to apply are Units A2, B1, B2, B3 and B4.

Higher-level skills

By 2020, 40% of adults should be qualified to level 4 and above, up from 29% in 2005, with a commitment to continue progression.

Shared responsibility

Employers, individuals and Government must increase action and investment. Employers and individuals should contribute most where they derive the greatest private returns. Government investment must focus on market failures, ensuring a basic platform of skills for all, targeting help where it is needed most. The implication of this is that for level 3 skills (supervisory level), employers or individuals should meet at least 50% of the costs of learning and accreditation; at level 4 and above, individuals and employers should pay the bulk of the costs, as they will benefit most.

Economically-valuable skills

Skills developments must provide real returns for individuals, employers and society. Wherever possible, skills should be portable to deliver mobility in the labour market.

Demand-led learning

The skills system must meet the needs of individuals and employers. Vocational skills must be demand-led rather than centrally planned. This is possibly the most radical area of Leitch's proposals, implying a significant shift away from the central funding of Further Education and putting the funds in the hands of employers, through the extension of Train to Gain, and individuals, through Learner Accounts. In order to lever greater employer involvement and investment at levels 4 and 5, the review also recommends that a portion of Higher Education funding for vocational courses, currently administered through HEFCE in England, be delivered through a similar demand-led mechanism as Train to Gain (and that the Devolved Administrations should consider how best to ensure that HE provision is effectively led by the needs of employers and individuals).

Employer-led

The review proposes setting up a Commission for Employment and Skills through a merger of the Sector Skills Development Agency and the National Employment Panel, with a network of Employment and Skills Boards to give employers a central role in recommending improvements to local services. The role of the Sector Skills Councils will be strengthened, with the remit to approve the content and delivery of vocational qualifications.

Employer engagement and investment

Employers will be encouraged to engage more fully in defining the skills agenda through the Employment and Skills Boards and investing in developing skills with the

guidance of brokers, through increased numbers of apprentices and the development of workplace degrees in partnership with HE.

Vocational qualifications

Vocational qualifications will be demand-led, unitised and based on National Occupational Standards. The review recommends that SSCs, rather than QCA, should be responsible for approving qualifications after their development by examining or lead bodies. SSCs will be able to approve qualifications developed by an organisation, including education institutions and employers, if they meet these standards. The review recommends a rationalisation of the number of qualifications and that only those approved by SSCs should qualify for public funding through the Learning and Skills Council.

Leadership and management funding programme

Recognising the key role leaders and managers have in driving improvements in skills, the review recommends that the LSC's Leadership and Management programme for small firms (currently available to firms with less than 10 employees) be extended to firms with between 10 and 20 employees, with funding also available to support leadership and management development in firms with up to 250 employees.

Information

A number of organisations will have responsibility for communicating the value of skills development and providing information to employers and individuals about quality learning and accreditation opportunities available. The SSCs will take the lead on this at sector level, whereas brokers and a new adult careers advice service will provide local information and advice to employers and individuals.

1.7.2 Qualifications & Credit Frameworks

In response to feedback suggesting that the National Qualifications Framework is too inflexible to address skills needs of employers, the regulatory authorities for England, Wales and Northern Ireland (QCA, DELLS and CCEA) are working together to develop a jointly regulated Qualifications and Credit Framework (QCF). Feedback from a wide range of stakeholders suggests the new qualifications framework has to be:

- more responsive – so that it can meet the needs of the individual learner and employers;
- more inclusive – so that it can recognise much valuable learning currently outside the NQF (egg employer-led training and community learning);

- easier to navigate and understand – so that individual learners can find the qualifications or units that meet their learning needs and help them get to where they want to be;
- simpler to administer – so that the burden of accrediting qualifications and assessing and certifying learners is reduced.

The new qualifications and credit framework will address these concerns and provide the architecture for a qualifications offer that meets individual needs, encourages and promotes progression, as well as enabling employers and educational institutions to understand the value and meaning of qualifications available to learners.

The Qualifications and Credit Framework is unit-based and supported by a system of credit accumulation and transfer. The achievements of learners are expressed through credit, indicating the size of the unit or qualification, and by level, indicating the challenge. Learners are able to bank, accumulate or transfer their credit as they progress up or across the framework. Learners are able to plan and control their own learning, opening up different pathways and options as they move forward.

Wales has already developed the Credit and Qualifications Framework for Wales (CQFW), a national credit system that will recognise partial achievement; England and Northern Ireland are building on this work and developing a Qualifications and Credit Framework.

The Scottish Credit and Qualifications Framework (SCQF), developed to meet the needs of Scotland's learners, was created by bringing together all Scottish mainstream qualifications into a single unified framework. It was developed in partnership by the Scottish Qualifications Authority, Universities Scotland, Quality Assurance Agency Scotland and the Scottish Executive and was launched in December 2001.

The aims of the SCQF are to:

- assist people of all ages and circumstances to access appropriate education and training over their lifetime to fulfil their personal, social and economic potential;
- enable employers, learners and the public in general to understand the full range of Scottish qualifications, how they relate to each other and how different types of qualifications can contribute to improving the skills of the workforce.

The SCQF will also assist in making clear the relationships between Scottish qualifications and those in the rest of the UK, Europe and beyond, thereby clarifying opportunities for international progression routes and credit transfer.

Important considerations for the M&LLQS are that:

- 14-19 curriculum will be set within the overall parameters of the emerging credit and qualifications frameworks;

- National Occupational Standards (NOS) will specify the knowledge, skills and understanding required for occupational qualifications, which will be part of the credit and qualifications frameworks;
- Sector Qualification Strategies will clarify and support the implementation of a learning and qualification system that meets employment needs, within the overall context of the credit and qualifications framework of each UK nation;
- the emerging credit and qualifications frameworks will provide the flexibility to enable learning and qualifications for employment to be shaped by employment needs.

These policies have been taken on board and can be seen in the M&LLQS through the Vision and Principles upon which the strategy is based. Appendix one details the feedback received from each of the four nations during the MSC's extensive online and workshop consultations.

2 Summary of current qualifications and other learning provision

2.1 Qualification Types and Other Learning Provision

There is a vibrant and diverse market in management and leadership development offering academic qualifications (certificates, diploma, first degrees and post-graduate awards), professional qualifications (from both generic management and specialist professional bodies) and National Vocational Qualifications (from level 2 to 5). There is also a vast market in unaccredited provision.

The range of Management and Leadership learning and qualification include:

1. **Academic** covering: Certificates, Diplomas, Foundation Degrees, Bachelor Degrees, Masters Degrees, Doctorates. Academic learning is available from Further Education Colleges, Universities, Business Schools and Higher Education Institutions nationwide.
2. **Professional** covering: Professional Qualifications and accredited Continuing Professional Development (CPD). Professional qualifications are available from professional bodies via networks of approved centres. Approved centres include HEIs, FE colleges and training and assessment centres within employing organisations and independent training and assessment providers. Some awarding bodies and professional institutions provide the mechanism for CPD, together with relevant learning, through their approved centres.
3. **Vocational** covering: National Vocational Qualifications and Scottish Vocational Qualifications (S/NVQs) and Vocationally Related Qualifications (VRQs). Vocational qualifications available from a national network of approved centres, each of which is linked to at least one awarding body. Approved centres include HEIs, FE colleges, training and assessment centres within employing organisations and independent training and assessment providers.
4. **Learning not Officially Accredited.** There is a vast market in unaccredited provision, covering:
 - Group learning – courses, seminars, workshops, conferences, professional meetings etc. Group learning is delivered by independent training providers, regional development agencies, delivery partners and businesses, further and higher institutions cross sector bodies, sector councils or professional bodies.
 - Structured remote learning – books, open-learning, e-learning, TV etc. Structured remote learning is delivered remotely through books, on-line, videos/DVDs/ CD-ROMs and so on.
 - Structured experiential learning – demonstration, structured work activities, supervised practice, coaching, mentoring, action learning, reflective practice,

project work, secondments etc. Structured experiential learning is delivered by consultants, professionals, independent training providers and the participants themselves.

- Opportunistic learning – learning from own experience, learning from observing and talking to others, networking etc. Opportunistic learning is informally delivered by the individual and their peers, colleagues, team members - all who have contributed to the opportunistic learning experience.
- Unaccredited assessment – aptitude tests, psychometric tests, analyses of learning styles, competence assessment etc. Unaccredited assessments are delivered by independent training providers, consultants, psychologists, human resource specialists, and professional bodies.

2.1.1 Qualification Frameworks

The National Qualifications Framework (NQF) introduced in 2001 was developed by QCA, ACCAC and CCEA for England, Northern Ireland and Wales. The revised NQF has nine levels and gives greater alignment with the Higher Education Qualifications Framework (FHEQ) levels and provides improved progression routes. The revised NQF supports the Framework for Achievement; the number of qualifications available is not altered, but the number of levels against which qualifications are accredited increases. Learners' progression routes and CPD do not necessarily need to involve qualifications at every level. Table 6 shows a comparison of the original and revised NQF levels, the alignment with the FHEQ and the improved progression routes.

The Scottish Credit and Qualification Framework (SCQF) was established in 2001 and developed by SQA, the Scottish Executive, QAA (Scottish Office) and the Universities for Scotland see Table 7.

Table 6: Comparison of the original and revised NQF levels		
Original Levels	Revised Levels	FHEQ levels
5	8	D (doctoral)
Level 5 NVQ*	Specialist Awards	Doctorates
Level 5 Diploma	7	M (masters)
	Level 7 Diploma	Master's degrees, postgraduate certificates and diplomas

4 Level 4 NVQ* Level 4 Diploma	6 Level 6 Diploma	H (honours) Bachelor's degrees, graduate certificates and diplomas
Level 4 BTEC Higher National Diploma Level 4 Certificate	5 Level 5 BTEC Higher National Diploma	I (intermediate) Diplomas of higher education and further education, foundation degrees, higher national diplomas
	4 Level 4 Certificate	C (certificate) Certificates of higher education
3 Level 3 Certificate Level 3 NVQ		
2 Level 2 Diploma Level 2 NVQ		
1 Level 1 Certificate Level 1 NVQ		
Entry Entry Level Certificate		

Table 7: Scottish Credit and Qualification Framework (SCQF)			
SCQF Level	SQA National Units, Courses and Group Awards	Higher Education	Scottish Vocational Qualifications
12		Doctorates	
11		Master's degrees	SVQ5
10		Honours degree Graduate Diploma	
9		Ordinary degree Graduate certificate	
8		Higher National Diploma Diploma in Higher Education	SVQ4
7	Advanced Higher	Higher National Certificate Certificate in Higher Education	
6	Higher		SVQ3
5	Intermediate 2 Credit Standard Grade		SVQ2
4	Intermediate 1 General Standard Grade		SVQ1
3	Access 3 Foundation Standard Grade		
2	Access 2		
1	Access 1		

2.1.2 Differences in the Types of Qualifications

There are differences in the types of qualifications and qualifications frameworks across the four UK nations:

1. The National Qualifications Framework (NQF) introduced in 2001, and has since been revised, was developed by QCA, ACCAC and CCEA for England, Northern Ireland and Wales. This is due to be replaced by the jointly-regulated Qualifications and Credit Framework.
2. The Scottish Credit and Qualification Framework (SCQF) was established in 2001 and developed by SQA, the Scottish Executive, QAA (Scottish Office) and the Universities for Scotland.

There are two different frameworks for Higher Education qualifications developed by QAA:

1. The Framework for Higher Education Qualification (FHEQ) for England, Wales and Northern Ireland
2. The framework for qualifications in Higher Education Institutions in Scotland

Other national differences in the qualifications available for managers and leaders are as follows:

Academic:

Degree courses in Scotland are one year longer than in the other nations. There are two distinct exit points for Scottish degrees; Honours degrees take a minimum of 4 years but an ordinary degree takes 3 years.

Foundation Degrees (two-year full time equivalent) are a major aspect of the UK government's widening access strategy providing increased opportunity for employment and career advancement. Foundation Degrees in management are currently being developed by the Management Standards Centre in partnership with Foundation Degrees Forward and selected HEIs. Foundation degrees are not available in Scotland.

Vocational

National Vocational Qualifications in Management and Leadership are available in England, Wales and Northern Ireland, Scottish Vocational Qualifications, based on exactly the same Management and Leadership Standards are available in Scotland.

2.1.3 Details of Qualifications and Other Learning Provision

The initial report for the M&LLQS (Phase 1 Report) undertook a high-level analysis of current trends within the Management, Leadership and Entrepreneurship sectors. This analysis included detailing market needs and aspirations for skills development over the next 5-10 years and how qualifications and/or learning provision need to support it. It was prepared by undertaking a literature review of the key documents published over the past five years.

All sources recognise the richness and diversity of learning and qualifications for managers and leaders. However, some commentators, such as the Small Firms Research Unit at Cardiff Business School, identified the difficult challenge this breadth and variety presents to policy-makers, managers and others:

There is a plethora of poorly coordinated publicly funded initiatives - particularly European funding. Much of this appears to be driven by Government agendas and existing funding regimes, rather than any direct demand from SMEs themselves. Existing provision is very 'supply-led' and there is a crucial absence of 'demand-led' solutions that understand and reflect the needs of the SME manager.

The review of the literature identified three main focus areas: the conditions required for effective management development, the different needs of managers in larger organisations compared to managers in SMEs; and a trend towards informal methods of management and leadership development.

Chris Mabey's 2005 report for CMI, based on a sample of 500 HR managers and 500 non-HR managers, concluded that *Management Development Works* when it is

A clear organisational priority with employers taking responsibility

Linked to business strategy with established processes and frameworks

Designed to build relevant competence and behaviours

Focused on long-term tenure of employees

Driven strategically within the organisations, with Board-level support and strong links to organisational business objectives

Competency-driven in that it is designed to address managers' abilities, motivations and potential to meet business needs.

Not all Mabey's respondents shared the same view of management development, though.

There is also a major discrepancy between HR managers and line managers as to what constitutes effective development. Over half of HR

managers rate training courses as the most effective form of development compared to only 24 per cent of line managers, who instead rate on-the-job development – such as a new challenge or work role, promotion, project work or organisational restructuring.

Management and leadership development and qualifications may be meeting the needs of some managers in larger organisations, but many managers in SMEs remain untouched by formal management development. The Occupational Mapping Report concluded in 2002 that:

There is significant management development activity going on in organisations. Most managers appear to receive between 4.5 and 5.5 days training per year. However, 4% of large companies and 20% of smaller ones may carry out no training at all. There is an increasing shift towards less formal methods of management development, in particular mentoring, job rotation, internet based learning, conferences, seminars and project work.

The trend towards less formal methods of management and leadership development is evidenced in a number of studies. CIPD's 2005 Training and Development Survey found that:

Traditional training methods such as on-the-job training, conferences and formal education courses remain more commonly used than the newer methods like e-learning and knowledge-sharing events.

However, the 'newer' training methods are rising in popularity. Coaching by line managers is now used by 88% of respondents and 72% use mentoring/ buddying schemes.

On-the-job training, instructor-led training off the job, and formal education courses are the training methods judged to be most effective.

A survey carried out by SFEDI in 2003 and cited in An Agenda for Growth identified what owner-managers believed to be the most effective way of learning. These results are strikingly different.

<i>Learn from mistakes</i>	<i>60%</i>
<i>Other people in the business</i>	<i>36%</i>
<i>Professional advice</i>	<i>25%</i>
<i>Other</i>	<i>18%</i>
<i>Books, articles, internet pages</i>	<i>17%</i>
<i>Other businesses</i>	<i>16%</i>

<i>Training course</i>	11%
<i>A coach or mentor</i>	9%

In the same report, the Wales Management Council concludes:

In some situations, there is a need for formal qualifications, for example health and safety, or as a 'foot in the door' to certain industries, after which specific job-related training can begin. However, for small businesses, formal qualifications and accreditation are often an incidental consequence of developing workforce skills, rather than the primary motive for training. For a small business, the ability of staff to do their job is more important than a piece of paper, because qualifications are neither a guarantee of quality nor a reflection of actual skills.

In Northern Ireland, the Management and Leadership Network reports similar experiences of SMEs.

SME owners and managers prefer action-based/learning by experience, dealing with real issues in real time and would perceive formal training to be ineffective. The overall approach to building management and leadership capabilities is ad hoc and informal.

Where mentoring or coaching has been used it is generally seen as valuable and as a preferred option, however this approach is not common.

Brian Morgan from the Small Firms Research Unit at Cardiff Business School summarises the issue in one sentence:

Finally, new management skills will have to be delivered in ways that do not get in the way of running the business.

Further research identified two key points:

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

Included in the research for M&LLQS is an analysis of current and emerging Sector Skills Councils' Sector Skills Agreements. This analysis and the literature review of key documents criticises the current system of learning and qualifications for a number of reasons:

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

The Management and Leadership Learning and Qualifications Strategy provides an opportunity to reflect sector concerns, use this strategy to help guide the direction to the SSAs and SQSs as they evolve, and develop a learning and qualifications system that is simple and easy to understand, meets the needs of individuals and employers (both SMEs and large organisations), provides courses to be of consistent quality and delivers business benefits.

2.2 Analysis of Qualifications

In January 2006, the Project Advisory Group concluded that a detailed gap analysis of existing qualifications against needs would not add great value – a higher-level analysis of how well different types of learning and qualifications meet an agreed set of success criteria was what was required. This was agreed with the regulatory bodies. Following discussions at the UK-wide Project Advisory Group and the Project Advisory Groups in each of the four countries, a set of success criteria were developed in order to evaluate whether the existing management and leadership learning and qualifications system is fit for purpose, and to design improvements to the system for the future. The agreed set of criteria is as follows (further detail can be found in the M&LLQS reports):

1. Learning and qualifications will deliver tangible benefits for managers, leaders, entrepreneurs and their organisations
2. Learning and qualifications will be based on National Occupational Standards as the common currency
3. Learning and accreditation will be available when learners require them in relatively small units which can be accumulated into meaningful qualifications
4. Learning and qualifications will be delivered in diverse formats which meet individuals' learning needs and styles
5. Learning and qualifications will be portable and support individuals' career progression

6. The learning and qualifications system will encourage continuing professional and personal development of managers and leaders
7. Learning and qualifications will be accessible and easily understood by employers, managers and leaders
8. Learning and qualifications will be credible and inspire confidence in employers, managers and leaders
9. Public funding will be used to support the development, promotion and diversity of learning and qualifications, but not to finance delivery
10. Schools, Further and Higher Education Institutions will ensure those entering the workforce have the essential skills required for employment

The summary of analysis is presented on the following page:

		Academic					Professional		Vocational		Unaccredited				
		Certificates	Diplomas	Foundation Degrees	Bachelor Degrees	Masters Degrees	Doctorates	Professional Qualifications	Accredited CPD	S/NVQs	VRQs	Group Learning	Structured Remote Learning	Structured Experiential Learning	Opportunistic Learning
1	The M&LLQS should deliver tangible benefits for managers and leaders and their organisations	Yellow	Yellow	Green	Yellow	Yellow	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Green	Yellow	Yellow
2	The M&LLQS should be based on National Occupational Standards as the common currency	Red	Red	Red	Red	Red	Yellow	Yellow	Green	Green	Red	Red	Red	Red	Yellow
3	Learning and accreditation should be available when learners require them in relatively small units which can be accumulated into meaningful qualifications	Yellow	Yellow	Red	Red	Red	Yellow	Green	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
4	Learning and qualifications should be delivered in diverse formats which meet their learning needs and styles	Red	Red	Green	Red	Red	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Red
5	Learning and qualifications should be portable	Yellow	Yellow	Yellow	Red	Red	Yellow	Yellow	Green	Green	Yellow	Yellow	Yellow	Yellow	Red
6	The M&LLQS should encourage continuing professional and personal development of managers and leaders	Red	Red	Green	Red	Red	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow
7	The M&LLQS should be accessible and easily understood by managers and leaders and their organisations	Yellow	Yellow	Yellow	Yellow	Yellow	Green	Green	Green	Yellow	Red	Yellow	Red	Yellow	Yellow
8	Qualifications and learning should be credible and inspire confidence in managers and leaders and their employers	Yellow	Yellow	Green	Yellow	Yellow	Green	Green	Green	Yellow	Red	Yellow	Red	Red	Yellow
9	Public funding should be used to support the development of the M&LLQS but not to finance delivery	Yellow	Yellow	Yellow	Yellow	Yellow	Red	Red	Yellow	Yellow	Red	Red	Red	Red	Red
10	Higher and Further Education Institutions should ensure those entering the workforce have the essential skills required for employment	Yellow	Yellow	Green	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow

Gap Analysis showing how well classes of qualifications and learning meet the criteria for a successful M&LLQS

Green = meets the criterion, Amber = partly meets the criterion, Red = does not meet the criterion.

Accredited CPD scores highly across most of the criteria and particularly in delivering tangible benefits for managers and leaders and their organisations, where it is based on National Occupational Standards (and not all CPD is, by any means) CPD also becomes more portable and therefore meets all the criteria (except public funding).

S/NVQs also score highly although they are not always directly related to delivering tangible benefits or available in diverse formats. As they are currently constituted, S/NVQs per se do not encourage continuing personal and professional development.

VRQs score relatively highly across all criteria, being based on National Occupational Standards, which also enhances their portability. Like S/NVQs they are not always seen as delivering tangible business benefits. They are perhaps less accessible and easily understood by managers and leaders and their organisations (because they are relatively new and more diverse in structure than S/NVQs) and less credible (because they do not require assessment of competence in the workplace).

By contrast, **professional qualifications enjoy considerable credibility and are relatively accessible and well understood**. However, they are not always perceived as delivering tangible benefits and are not always based on National Occupational Standards (although this situation is changing rapidly). Professional qualifications tend to require study over an academic year or longer and therefore do not always meet some of the other criteria, such as being available in relatively small units, in diverse formats or supportive of CPD.

Unaccredited learning and its sub-classifications (group learning, structured remote learning, structured experiential learning, opportunistic learning and unaccredited assessment) cover a vast range of offerings, making it difficult to make general judgements. Unsurprisingly, therefore, against many of the criteria it has an amber score – some examples meet the criterion, others do not. Where **unaccredited learning can score strongly, however, is in delivering tangible benefits**. Its greatest weaknesses are lack of alignment to National Occupational Standards, lack of accessibility and understanding (because of its diversity of content, delivery modes and quality) and, consequently, lack of credibility.

Academic qualifications are the class that meets our criteria least well. Employers seldom take the lead in designing academic qualifications, they are rarely based on National Occupational Standards, and they tend to be delivered to pre-set formats over an academic year or longer and do not promote continuing professional development. They are, however, fairly well-understood, have a relatively high prima facie credibility with managers, leaders and their employers and receive public funding support. Many, particularly at the lower levels, seek to help students develop the essential skills required for employment.

The outstanding exception to the negative scores of academic qualifications is the sub-class of Foundation Degrees. Employers take a leading role in their design and, as a consequence, they focus on developing the essential skills required for employment and inspire confidence in employers. They are offered in diverse formats to meet the needs of people in employment and they encourage an ethos of continuing professional development. **However, they are rarely based on National Occupational Standards and cannot be acquired through the accumulation of relatively small units of learning**.

In summary, then, **the newer-style qualifications (S/NVQs, VRQs and Foundation Degrees) are those that more closely meet our criteria, together with Professional Qualifications** where these are based on National Occupational Standards, **and Accredited CPD** where this is based both on National Occupational Standards and an output model or a process of plan-do-review rather than a simple record of learning hours.

3 Other Sector Uses of Qualifications

3.1 Use of Qualifications for the Regulation of Practice

Management and leadership are not regulated professions and, therefore, there are no qualifications for the regulation of practice. However, there are professional qualifications that can be gained for managers and leaders, many of which are Vocationally Related Qualifications (VRQs). There is also Continuing Professional Development (CPD), which seeks to:

- operate throughout the working life of a professional
- mirror the requirements imposed upon professionals by their professional organisations and equally importantly, by their clients
- operate in a systematic and structured manner
- cover the full range of knowledge and skills, personal, technical and commercial, required by a professional in his or her working life.

Accredited CPD is a system run by professional bodies and is an important part of their role of maintaining the standards of competence within their membership and to keep their members up-to-date. These standards can be communicated efficiently to the membership through the use of CPD. It is important to note that there are other training providers who deliver training programmes to help members meet the requirements of their CPD.

There are generalist management and leadership CPD programs run by professional bodies such as CMI and ILM and also sector-specific CPD run by professional bodies such as the Law Society, British Medical Association and chartered bodies for accountants, engineers etc. Many of the latter contain important aspects of management and leadership and some of them (for example ACCA's and the Law Society's) are based on the Management and Leadership Standards.

3.2 Use of Qualifications in Scotland, Northern Ireland, Wales, England

Management and Leadership qualifications apply across the UK, however, Management and Leadership National Occupational Standards are integrated into Sector Development Frameworks to provide a sector specific qualification and learning system. Recognising the centrality of the Management and Leadership Standards, a number of SSCs are seeking to tailor these to their own sector contexts, and some are planning to develop sector management qualifications and learning packages (e.g. MSc in Construction Management, IT Strategic Management Toolkit, SummitSkills' sector-specific programmes). The MSC has worked well with partner organisations during financial year 2006/07 to continue to produce a transparent system for the contextualisation of the standards, which allows greater sector ownership of the NOS through "fit for purpose" contextualised units. This is laudable in making the generic standards and qualifications relevant to managers in specific sectors, and helps make the system less complex by reducing the proliferation of new units of NOS.

4 Sector Working Environment

4.1 Special Features of the Working Environment

The initial report for the M&LLQS (Phase 1 Report) undertook a high-level analysis of current trends and developments impacting on management and leadership learning and qualifications. The outcome of reviewing the literature presented in the Phase 1 Report, suggested the following design principles underpinning the M&LLQS:

Bite-sized chunks

Learning and qualifications should be packaged in bite-sized chunks within an overall coherent framework, so that learners can collect unitised credits – like Lego bricks rather than pieces of a jigsaw – that they can use to build up to larger qualifications if they wish. Credits should be based on a currency common to all qualifications.

Informal as well as formal learning

Qualifications should provide a means of accrediting informal as well as formal learning.

Management and Leadership Standards and other relevant NOS

The competences, knowledge, skills and behaviours required of managers and leaders have been specified in the Management and Leadership Standards and other NOS. Qualifications should clearly show which elements of NOS they cover, and whether they accredit competence in individual Units, cross-cutting knowledge or transferable skills.

Academic, professional and vocational qualifications

The M&LLQS should encompass academic, professional and vocational qualifications; identify the purpose of each type of qualification and the relationships between them.

Clear career progression routes

The M&LLQS should show how individuals can use qualifications to progress their careers, not just in management and leadership roles but also moving in and out of professional, technical and operational roles and between education and work.

Tangible benefits

Qualifications should specify the specific tangible benefits they offer to individuals and/or organisations.

Lean delivery, at the right time

The strategy should encourage the use of appropriate technology to deliver management and leadership development and qualifications in ways that minimise their cost and the time commitments of learners and at the time they need it.

Both stand-alone and embedded in sector qualifications

Competence, knowledge and skills should be able to be accredited equally as part of specific management and development qualifications and within sector-based qualifications and allow credit transfer across the two.

Continuing Professional Development

The strategy should encourage the accreditation of management and leadership components within continuing professional development (CPD) programmes and the accumulation of credits into larger qualifications.

Essential skills

Qualifications, particularly aimed at graduates and new recruits should also seek to develop and accredit individuals' essential skills required for effective work.

Size of organisation

There are clearly similarities and differences between SMEs and larger organisations both in respect of their skills needs and the ways in which these skills are most appropriately developed and accredited. During their careers, many managers and leaders will gain experience through working in both small and larger organisations, in different sectors and different geographical contexts. However, it is recognised that it is difficult to get owners and managers of SMEs to engage in learning and development.

Our analysis of Sector Skills Agreements (SSAs) and SQSs prepared by Sector Skills Councils (SSCs) strongly supports the findings of the Phase 1 report as to the features (or “principles”) that the management and leadership learning and qualifications system of the future should display. These include:

Accessible and easily understood

There are loud calls for rationalisation of qualifications and a simplified qualifications framework that is easily understood by everyone. Learning and qualifications need to be easily accessible through a “one-stop-shop”.

Based on NOS

Whilst different SSCs show varying levels of enthusiasm, there is a general consensus that NOS should provide the framework – “common currency” or “roadmap” – upon which learning and qualifications strategies should be based. Skills for Health makes the point that NOS (or “competences” in their parlance) can be used for other purposes including curriculum development, strategic workforce redesign and career pathways.

Unitised with accumulation of credits

NOS also provide the opportunity to offer learning and qualifications in a unitised format. The expression “bite-sized chunks” appears time and again in the SSAs and SQSs. There is, however, general recognition that these bite-sized chunks should be capable of being built up into meaningful qualifications.

Demand-led

Learning and qualifications need to be designed by employers, deliver real business benefits and meet a tangible demand. NOS and Foundation Degrees are offered as examples of how to ensure learning and qualifications are demand-led. Cogent urges closer links between industry and academia. Skills for Health make the point that the goal of learning must be skills, not qualifications.

Delivered at the right time, in the right way

This recognises that there needs to be a revolution in the way we think about delivering learning. The most popular ways of learning in many sectors are work-based, on-the-job, in small doses, delivered at times that suit the individual and the business. Action learning, peer learning, networking, coaching and mentoring are gaining popularity as effective modes of learning for managers and leaders. Creativity is needed in the design of learning opportunities.

Recognition of formal, informal and non-formal learning

Accreditations on Prior Experiential Learning (APEL) processes are required and non-accredited learning needs to be recognised.

Support for continuous development and career progression

Asset Skills emphasises the importance of providing ways in which small units of CPD can be accredited and most SSCs agree that learning and qualifications should be portable and support individuals' career progress. The Children's Workforce Development Council emphasises the need for qualifications to encourage progression both vertically and horizontally and enable people to move smoothly from one occupational sector to another.

4.2 Analysis of Workforce Trends

The size of the management population has been variously estimated. Different studies use different definitions of management and some include wider categories than others. Estimates for current numbers in managerial occupations vary from 2.5 million to more than 6 million but it is most likely that there are between 4 and 4.5 million (CEML, *Excellent Managers & Leaders - Meeting the Need*, 2002). CEML further estimated that there would need to be roughly 400,000 new entrants to the management and leadership stock each year in order to keep pace with demand, a figure which is supported by our analysis of Sector Skills Agreements, most of which report a need to increase the numbers of people in management and leadership positions year on year.

Not only is there increasing demand for more managers, there is also a need for managers to develop new skills. Although different strands of research show varying orders of priority and emphasis there is a high level of consensus around the drivers for change and their implications for management practice and skills in the 21st century. The list below attempts to summarise these, not listed in any order of priority.

1. **Leadership** – organisations increasingly need effective leadership at most, if not all, management levels. Depending on their level of responsibility, managers need to be able to develop and communicate a vision for their area of responsibility, plan and communicate direction and empower/enable others to achieve the vision – including by effective delegation. At the higher levels this implies a greater requirement for strategic planning, implementation and evaluation. At this and other levels, managers need to be more adept at being aware of the ‘big picture’ and of communicating and implementing strategy and policy, as well as planning effectively themselves.
2. **Knowledge Management** – in the ‘knowledge economy’, the acquisition, sharing and protection of knowledge become increasingly important. Managers need to utilise knowledge in a way that makes their businesses more effective as ‘learning organisations’ and more capable of responding rapidly and competitively to changing circumstances.
3. **Change** – as the pace of change accelerates, managers need to be flexible and adaptable themselves and be capable of managing a situation of often permanent change and development within their own organisations. They also need to encourage adaptability and flexibility in the staff they manage.
4. **Delaying** – in order to respond flexibly to change, organisations are becoming less hierarchical, and the distinctions between management levels is becoming increasingly blurred. Managers at all levels are likely to have greater responsibility for decision making in many areas. Horizontal communication and informal ‘networking’ may become more important than formal vertical upward and downward communication has been in the past.
5. **Communication** – this has always been rated as important in management practice, and its importance has not diminished. In our own surveys, communication skills come almost always at the top of the list. When practising managers were asked what would improve management practice at three levels in their organisations, communication skills were the number one priority. Any examination of communication skills in the contemporary management context must take account of the complexity of modern organisations (horizontal as well as vertical communication in particular) and the speed with which information often has to be exchanged.
6. **Learning and Development** – the pace of change and the importance of knowledge management place greater emphasis on the manager’s responsibility to continuously develop their own teams. The focus of development is shifting away from structured learning opportunities more in the direction of informal coaching, mentoring and counselling.
7. **Customer Expectations** – winning and maintaining customer loyalty in an increasingly competitive environment in which customers – external and internal – have greater expectations, are more aware of competitors, and more prepared to transfer their business elsewhere, is a challenge for most organisations in all sectors. Understanding

the needs and expectations of customers, being able to respond rapidly and flexibly to these and to manage the customer relationship is becoming a greater priority for managers in all sectors. For many managers this leads to an increasing demand for marketing skills.

- 8. Projects** – project models and methodologies become more important as organisations seek to be more knowledge focused, innovative and flexible. The distinction between operations and projects may be becoming less clear. Managers need to spot opportunities to use projects and to manage these projects – often as part of their day-to-day work – embedding their outcomes quickly and effectively. Managers also need to be able to manage temporary teams, linked by networks and bringing together personnel from many disciplines and departments in their organisations and possibly beyond.
- 9. Information and Communications Technology** – managers need to become smarter at both using ICT themselves and exploiting the potential that ICT can have for their businesses, for example their relationship with actual and potential customers, suppliers and other stakeholders.
- 10. Flexible Working** – to make full use of the potential within their teams and to respond flexibly to change, managers need to be more aware of the possibilities of flexible working arrangements, such as home working and virtual teams. Where these arrangements exist, they also need to be effective at managing these arrangements remotely.
- 11. Legislation and Regulation** – as legislation and regulation increase, managers need to have a better grasp of their requirements and be able to translate these into practice. Organisations increasing require managers who can provide good governance.
- 12. Social Responsibility, Stakeholder Relationships and Accountability** – customers, suppliers, investors, employees and the general public expect organisations to be behaving according to social and ethical requirements and to be more transparent in their dealings. Managers at all levels, but perhaps most critically at the higher levels, need to be sensitive to stakeholder expectations, recognise their accountability and manage stakeholder relationships effectively. Themes within this include issues such as fair treatment of employees and environmental sustainability.
- 13. Globalisation** – the continuing growth and liberalisation in world trade posing both challenges and opportunities for organisations. Managers need to be more aware of these and develop responses that take account of the global context.
- 14. Diversity** – as the workforce and the customer base become more diverse, management needs to reflect that diversity and manage it effectively. This requires not only sensitivity to issues such as ethnicity, culture, gender and disability, but a greater awareness of the potential for different and more creative approaches that diversity in general brings.

- 15. Innovation** – competition and legislation/regulation require creative and innovative solutions if organisations are to stay in the game, let alone keep ahead. Managers need not only the abilities to spot opportunities for innovation, they need to ‘think outside the box’, and foster innovation and creativity in their workforce. This applies not only to innovation in products and services but also to new approaches in processes and procedures. Innovation also implies a greater degree of entrepreneurship and risk taking on the part of managers, including establishing and working within a ‘no blame’ culture.
- 16. Contract management** – many functions no longer considered core to the business are increasingly being outsourced. Managers need the ability to specify, commission and manage work carried out by other contractors, sometimes in areas where they have no specific expertise themselves. Conversely many managers may be in organisations that bid for and work to contracts themselves. Skills are therefore required in these areas.
- 17. Partnership Working** – organisations increasingly need to be able to identify the opportunities for joint work with others – sometimes organisations that may have been traditionally seen as competitors – in order to create ‘win-win’ situations. This creates particular challenges for managers, not just for creative thinking, but also for managing joint work and relationships across organisational and sometimes sectoral and cultural boundaries.
- 18. Making Efficient Use of Resources** – ‘getting more for less’ was a theme particularly prevalent in the public sector but echoed by some of our private sector stakeholder interviews. Managers in most organisations need to be aware of costs and be able to find ways of reducing costs whilst still maintaining the quality of services and products.

The list above, however, probably does not do enough justice to the importance of the broader ‘softer skills’ required of managers now and in the future. In some cases they intersect with the themes above (as in the case of Leadership). In other cases, they are implied. Of these, the following deserve particular attention:

- **Self-management** – including flexibility, adaptability, stress and time management.
- **Continuing professional development** – the ability to constantly reflect on personal management practice and seek opportunities to improve.
- **Relationship building** – this includes, for example, relationships with colleagues, team members, customer and stakeholders.
- **Negotiating and influencing** – being able to achieve results without necessarily having authority.
- **A range of personal qualities** – such as honesty, integrity, courage, the ability to inspire and engender trust.

The Management and Leadership Standards have been developed to reflect these drivers and provide a framework to enable managers and leaders to respond effectively to

anticipated and currently unknown trends and developments. Work is continuing, under the Incremental Change process, to develop new units and integrate these themes – and newly emerging issues – into existing units of the Management and Leadership Standards.

4.3 Special Features of the Working Environment for Scotland, Northern Ireland, Wales and England

The features or characteristics of the working environment in management and leadership apply throughout the UK. However, the nature of the economy in Wales and Northern Ireland is dominated by Small, Medium Enterprises (SMEs) and meeting the needs of SMEs is a priority, particularly for those SMEs with high potential for growth (Wales Management Council and The Management and Leadership Network in Northern Ireland).

In addition, the current challenge for Northern Ireland is to reshape the economy against the background of the Review of Public Sector Administration, the steady reduction in public funding and the dependency on low growth, low value-added and conservative micro businesses. One third of Northern Ireland's employment is in the public sector producing two thirds of the GDP. The NI Strategy, Management and Leadership Development Strategy for Northern Ireland (MLDSNI), will need to respond to this.

5 How the Management Standards Centre Will Help Realise the Future

5.1 Sector's View of the Future

The Management Standards Centre consulted extensively between January 2007 and March 2007 on the draft M&LLQS (see appendix one). Based on agreement with the sector our vision for management and leadership learning and qualifications is that:

“Managers and leaders seize relevant and attractive opportunities to develop their knowledge, skills and performance to national and international standards and have their achievements recognised through qualifications of real value.”

Principles

Our vision is underpinned by ten principles which will need to be observed by the different interest groups – employers, managers, providers of learning and qualifications, professional and employer representative bodies, intermediaries, Sector Skills Councils and Government organisations at all levels – in order for the vision to become a reality by 2020.

1. Managers and leaders continuously develop their knowledge, skills and performance as part of their professional and contractual commitments

Professional codes, employment conditions and supply-chain agreements should encourage and require owners and managers in all organisations, regardless of size or sector, to update their knowledge and develop their skills continuously to improve their performance.

2. Organisations and their managers accurately pinpoint their learning and development priorities

Guidance and easy-to-use tools should be provided to enable organisations to identify knowledge and skills gaps and prioritise learning needs for their managers.

3. Learning and qualifications deliver real benefits for managers and their organisations

Employers and managers should take the lead in designing relevant learning and qualifications that deliver measurable improvements in performance in line with the organisation's strategy and the manager's career aspirations.

4. Learning and qualifications are based on National Occupational Standards as the common currency

Learning and qualifications should clearly show how they contribute to the development of competent performance as specified in the National Occupational Standards (NOS) and/or to developing the knowledge and skills required for competent performance. This applies equally to programmes delivered in-house and to externally-facilitated learning.

5. Learning can be accessed when learners require it in bite-sized chunks that offer credits towards meaningful qualifications

Using NOS as building blocks, learning should be readily available in digestible packages which deliver immediate benefits and which can be accredited as part of qualifications relevant to the individual's role and/or career aspirations.

6. Extended learning programmes develop the knowledge and skills of unqualified and aspirant managers and those wishing to progress their careers

Individuals aspiring to become managers and those without formal preparation should be able to access programmes providing broad-based foundations for leadership and management roles. Experienced managers should be able to find programmes to help them reflect on their experience and take their management knowledge and skills to a new level.

7. Learning and qualifications are delivered in diverse formats which meet managers' learning needs and styles

The range of learning and qualifications should cover the full management and leadership curriculum as defined by NOS and be offered in a variety of modes of learning and accreditation – formal, non-formal and informal – that fit in with managers' work, physical capabilities, personal preferences and lifestyles.

8. Learning and qualifications are portable and support managers' career progression

Learning and qualifications should support the transfer of knowledge, skills and competence from one situation to another, helping managers to progress both vertically (promotion) and horizontally (change of job or redeployment).

9. Learning and qualifications are accessible and easily understood by employers, managers and leaders

Delivered by different types of providers (academic institutions, professional bodies, awarding bodies and independent providers) and through a wide range of methods, learning and qualifications should be presented in ways which are easily understood and which clearly describe the relationships between different types and levels of learning and qualifications. The use of NOS as the common currency will help this.

10. Learning and qualifications are credible and inspire confidence in employers, managers and leaders

Learning and qualifications should include formal quality assurance systems and user feedback mechanisms to ensure that the learning and qualifications on offer are fit for purpose.

5.2 How MSC will work with partners

All stakeholders will have to play their part in working to the principles towards the common vision. Stakeholders have been grouped under the broad classifications in Table 8 in order to succinctly identify what they will need to do to support the strategy.

Table 8 – Key Stakeholders in Implementation of M&LLQS

Employers and Managers	Representative and professional bodies	Skills for Business Network members	Intermediaries	Learning and qualifications providers	Government departments and agencies
Entrepreneurs Senior Middle First-line Team Leaders Aspiring	Management Representative Bodies, WMC, MLN etc Employer Representative Bodies, Chambers of Commerce, Management Professional Bodies Other Professional Bodies	SSCs	Business Links Business Eye Skills Brokers Professional Services Consultants	Awarding Bodies HEIs Business Schools FE Secondary Schools Private Providers	Government Departments Specialist Agencies, SSDA, LSC etc Regulatory Bodies Regional Development Agencies Funding Agencies

The groups and their roles are as follows:

Employers and managers will

- brief themselves on the learning and qualifications available
- work with providers to design relevant learning and qualifications that deliver real benefits
- contribute to the ongoing development of NOS for managers and leaders
- purchase learning and qualifications that comply with the principles
- develop managers in line with Investors in People principles
- undertake learning, qualifications and Continuing Professional Development in line with these principles

- share their learning with other managers

Representative and professional bodies will

- work with providers to design and evaluate relevant learning and qualifications that deliver real benefits
- contribute to the ongoing development of NOS for managers and leaders
- develop and promote Continuing Professional Development approaches in line with these principles
- communicate the vision and principles and the benefits of learning and qualifications to the employers, managers and leaders they represent
- develop and disseminate guidance on how the employers, managers and leaders they represent can access relevant learning and qualifications that deliver real benefits

Skills for Business Network members will

- reflect the vision and principles in their Sector Skills Agreements, Sector Qualifications Strategies and ongoing activities
- communicate the vision and principles and the benefits of learning and qualifications to employers, managers and leaders in their sectors
- develop and disseminate guidance on how employers, managers and leaders in their sectors can access relevant learning and qualifications that deliver real benefits
- contribute to the ongoing development of NOS for managers and leaders

Intermediaries will

- help employers, managers and leaders diagnose and prioritise their learning and development needs and identify their preferred learning styles
- help employers, managers and leaders access relevant learning and qualifications that deliver real benefits and meet their learning needs and styles
- help employers, managers and leaders access funds for relevant learning and qualifications to: help small organisations survive and grow; support people to move successfully into management roles; and address diversity issues
- help employers, managers and leaders evaluate the benefits from their learning and qualifications
- communicate the vision and principles and the benefits of learning and qualifications to employers, managers and leaders

Learning and qualifications providers will

- work with employers, managers and leaders to design and evaluate relevant learning and qualifications that deliver real benefits
- demonstrate how their learning and qualifications contribute to the development of competent performance as specified in NOS
- provide
 - unitised learning which provides credit towards meaningful qualifications, and/or
 - extended learning programmes to develop the knowledge and skills of unqualified and aspirant managers and those wishing to progress their careers
- articulate how the knowledge, skills and competence developed through learning and qualifications can be transferred to other contexts in support of both vertical and horizontal progression
- access public funds, where required, for learning and qualifications to: help small organisations survive and grow; support people to move successfully into management roles; and address diversity issues
- ensure the credibility of qualifications through quality assurance processes and user feedback mechanisms

Government departments and agencies will

- provide funding to
 - develop and improve NOS for managers and leaders
 - communicate the vision and principles and the benefits of learning and qualifications to employers, managers and leaders
 - develop and disseminate guidance on how employers, managers and leaders can access learning and qualifications that deliver tangible benefits
 - access relevant learning and qualifications to: help small organisations survive and grow; support people to move successfully into management roles; and address diversity issues
 - support capital investment and innovative approaches in management and leadership learning and qualifications
 - co-ordinate work, monitor progress and evaluate the impact of management and leadership learning and qualifications

- require that all publicly-funded management and leadership learning and qualifications meet the principles

Management Standards Centre will

- provide leadership and co-ordinate the work of all stakeholders towards achieving the vision
- monitor progress towards achieving the vision and evaluate the impact of management and leadership learning and qualifications.

In addition to agreeing the above actions at consultation events with each stakeholder group (see appendix one), the MSC has also established existing networks and contacts to ensure implementation of the M&LLQS and subsequent action plans.

SfBN Management and Leadership Champions

The initial work undertaken by SkillsActive on behalf of SfBN identified that greater ownership of the management and leadership NOS by SSCs could be achieved through the development of a cohort of management and leadership champions across the network. This concept and network was further developed during financial year 2006/2007.

The rationale underpinning the work of the champions has two strands:

- To ensure ownership of the new management and leadership NOS by the SfBN and to assist SSC's in promoting the M&L NOS to their sectors.
- To ensure a consistent approach to contextualisation of the management and leadership standards across the SfBN and the wider standards setting community, allowing greater transferability between sectors through the Management Peer Review Group.

The 14 champions from various SSCs have been instrumental in generating stakeholder and employer feedback for MSC consultation exercises undertaken during financial year 2006/2007. This has increased ownership of the project outputs such as the ***2020 Vision for Management and Leadership***, which outlines the ten principles upon which qualifications and learning for the sector need to be based on in the future. Information provided by the champions has also been used to inform the incremental change programme of work undertaken by the MSC, and has contributed to the development of 9 new NOS units which will be submitted to UKCG for approval in financial year 2006/2007.

In partnership with SkillsActive, the MSC has further developed the Management Peer Review Group process, improved supporting documentation, developed service standards and produced guidance and examples for SSCs/SSBs wishing to import units. MSC/SkillsActive also presented at a SSDA organised NOS Development Day specifically on this topic to both SSCs and SSBs. This work will ensure management and leadership qualifications are developed in line as part of gaps identified from emerging SSAs.

Management and Leadership Qualifications Forum

A UK based group which meets at both strategic and technical levels to inform and implement the Sector Qualifications Strategy. Action plans agreed with each individual awarding body further supports and enables qualifications development. They provide feedback on developments and play a key role in sharing good practice and avoiding duplication in development practice and provision. The group plays a central role in the development of common units of learning for application across the sector.

The MSC continues to provide the secretariat to the Management Awarding Body Forum and Head of MSC level representation. The forum met on 3 occasions during 2006/2007.

The forum in collaboration with the MSC will facilitate the updating of assessment guidance and qualification structures in light of the nine new units added to the M&L NOS after they have been submitted to UKCG for approval. The forum also deals with all queries regarding the assessment of the suite of awards based on the NOS.

The MSC has provided endorsement to the requests for accreditation of all 9 generic management S/NVQs and has also provided scrutiny and endorsement of requests for VRQ endorsement based on the NOS where requested. During 2006/2007 the MSC supported and extended 21 qualifications (VRQs and S/NVQs) based on the emerging principles of the M&LLQS.

Regulatory Authorities and SSSA

MSC meets quarterly with representatives from the SSSA and the nations regulatory authorities. These provide an update for partners on the developments in the areas of standards, qualifications frameworks and the various SSAs emerging from SSCs. It also enables the group to give feedback and agree future plans in these areas.

Management and Leadership Centres of Vocational Excellence

The MSC is forming contacts with the Learning and Skills Council and the 31 M&L Centres of Vocational Excellence (COVE) after a presentation at the national specialist development group of the COVEs. This partnership will allow MSC to work in collaboration with funders and training providers to identify and meet the gaps between supply and demand.

Association of Business Schools and Engagement with Higher Education

The MSC has Chief Executive level support from the Association of Business Schools and gave a presentation on the M&LLQS to over 15 Business Schools at a Foundation Degree framework for Management and Leadership consultation event.

The MSC has worked with the University of Portsmouth, Business School to help develop an MSc in Leadership and Management that is based on the NOS and is establishing contacts within Universities UK to host a joint event to promote the M&LLQS to HEIs across the UK.

Investors in People UK

In a recent survey commissioned by liP; 73% of their customers said working with the liP Standard had strengthened leadership and management within their organisation. The research was carried out in December 2006 to evaluate what customers think of the latest version of the liP Standard and took into account the views of 1,166 organisations across a range of sectors. As a result, MSC and liP are working with SkillsActive to build a framework combining the M&L NOS with the liP standard for organisations to improve business performance, and to identify management and leadership training and qualification needs in line with the principles of the M&LLQS.

Working with other Partners across the UK

The MSC has Chief Executive support from both the Management and Leadership Network Northern Ireland and Wales Management Council to implement the M&LLQS (events in NI and Wales were hosted by these stakeholders). We have also gained Chief Executive Support from the Network for Black Professionals to ensure the principles of the M&LLQS are reflective of equality and diversity issues in management and leadership as a profession. The MSC has also gained Chairman level support from the Centre for Enterprise.

5.3 MSC's short-term action plan towards achieving the vision

Five immediate actions have been discussed and agreed with stakeholders on the project steering group, which will result in the production of detailed implementation plans for each nation (with possible regional implementation plans in England), by the end of September 07.

Action 1 Publicise MSC's UK-wide responsibility for leading and co-ordinating the strategy

It is clear that the above stakeholders will need help and support of various kinds to enable them to fulfil their commitments, which are likely to fall into these overall groups:

- briefing information about the M&LLQS and the roles of different stakeholders within it – this might be available in paper format, on the Internet or as articles within existing media;
- events to help stakeholders understand their roles and plan for action;
- more detailed guidance to help stakeholders comply with the M&LLQS principles, for example on commissioning learning, accessing funding, developing learning, qualifications and CPD in line with the principles;
- events to facilitate joint working between demand and supply side;
- website or directory to facilitate access to provision that complies with the M&LLQS principles, possibly incorporating user feedback mechanisms;

- support to SSCs to help them align their SSAs and SQSs to the M&LLQS.

Table 9 below shows what support is required by different stakeholder groups.

Table 9 – Level of support required by key stakeholders to implement M&LLQS

Stakeholders	Skill for Business Network	Employers	Managers, Leaders and Entrepreneurs	Professional and Representative Bodies	Intermediaries	Learning and Qualification Providers	Government
Needs							
Documents to brief stakeholders about M&LLQS							
Website information to brief stakeholders about M&LLQS							
Editorial, articles and case studies to be adapted for use in media							
Events to brief stakeholders and help them plan action							
Guidance on commissioning learning in line with principles							
Guidance for accessing funding							
Guidance on linking CPD to principles/SQS							
Guidance on developing learning in line with principles							
Guidance/tools for mapping provision to principles/SQS							
Forum for joint writing between demand and supply side							
Website directory to access provision in line with principles/SQS							
Tools for collecting user feedback on learning and qualifications							
Support to align SSAs/SQSs with M&LLQS							

The darker-shaded areas in the table above show the most important and urgent activities, which have been translated into the proposed actions below:

Briefing information about M&LLQS

This involves the development of briefing information which can be used to produce leaflets targeted at the different stakeholders and for use on the MSC website and other partner websites. It also involves the development of a series of standard articles and editorial copy and relations with the various sector media to encourage them to use the copy as the basis for articles in their publications.

Stakeholder events

These events will be designed to help the various stakeholders, particularly employers and learning providers, understand their role in the M&LLQS and plan the actions they need to take to fulfil their responsibilities.

The work to do will comprise of the design of these events and promoting them to sector and/or regional bodies who would be interested in hosting these events, either as a stand-alone event or as part of another event (such as a conference).

Guidance materials to comply with M&LLQS principles

More detailed guidance materials and tools will be needed to help stakeholders fulfil their responsibilities and comply with the M&LLQS principles. These guidance materials would be used at the stakeholder events and made available to all users via the MSC website.

Five booklets will be produced as a priority, covering:

- commissioning learning and qualifications in line with the principles;
- accessing funding for learning and qualifications and for developing learning and qualifications;
- linking professional CPD programmes to the M&LLQS principles and NOS;
- developing learning and qualifications in line with the principles;
- mapping learning and qualifications to the M&LLQS principles and NOS.

Effectively publicising the M&LLQS will involve preliminary discussions with SSDA, the SfBN Management and Leadership Forum, government departments and other stakeholders (such as the Advisory Panel on Management and Leadership and Investors in People UK) who have a strategic influence on management and leadership learning and qualifications. These discussions have already begun to take place with positive results.

Timeframe: March – June 2007.

Outcome: A clear mandate, with appropriate funding attached, from SSDA for MSC to carry out this role.

Actions: The MSC has already been invited to present about the M&LLQS at the following events:

- The May meeting of the SfBN Management and Leadership Forum;
- The 22nd May 2007 Chartered Management Institute North West Regional Convention;
- The next SSDA SLQ Board on the 30th May 2007;
- The 21st June 2007 meeting of the Management and Leadership Advisory Panel to Leitch.

Action 2 Get key stakeholders to sign up to the Vision and Principles and agree roles and responsibilities

This will involve a series of group and one-to-one meetings with key stakeholders to explain the Vision and Principles and help them understand what they will have to do to make the Vision a reality. Key stakeholders identified include:

- Sector Skills Councils
- Devolved Administrations and Regional Development Agencies
- Wales Management Council and Management and Leadership Network in Northern Ireland
- Education Regulatory Bodies
- Funding bodies, including LSC, SSDA, DfES, DTI, HM Treasury, HE and FE funding bodies across the UK
- Management Awarding Bodies
- HE and FE representative bodies
- Professional Bodies
- Employment representative bodies

Timeframe: May – September 2007

Outcome: Signed memoranda showing stakeholders' support for the Vision and Principles and the actions they will take to achieve them.

Action 3 Develop and implement a communications strategy to engage managers, employers, providers and intermediaries

The purpose of the communications strategy is to communicate the Vision and Principles and the benefits of learning and qualifications to the different interest groups (employers, managers and leaders, providers and intermediaries). Methods may include:

- website
- information materials/text to raise awareness, interest and desire
- how-to guidance materials and tools to help people translate their desires into action
- development of communications channels (a cascade approach using existing communication channels will be essential)
- events to engage and enthuse the different interest groups

- case studies, exemplars, champions, advocates.

Timeframe: Development May – September 2007; Implementation October 2007 onwards.

Outcome: Detailed communications plan with many materials prepared ready for launch in October.

Action 4 Develop, trial and implement a quality mark to promote learning and qualifications that comply with the principles

This action point requires careful consideration, in order to avoid overburdening providers who already have to meet various quality assurance requirements. However, it will be important to encourage providers to develop learning and qualifications that meet the Principles, and have a means of monitoring over time the increasing proportion of management and leadership learning and qualifications that do so (Skills for Justice's SkillsMark brand is a possible model for this.)

Features of the scheme may include:

- evaluation of learning and qualifications against the Principles
- providing a quality mark or star-rating
- promoting learning and qualifications that meet the quality mark
- sign-posting people with identified learning needs to quality-marked learning and qualifications through information and directories
- ensuring public funding is available only for quality-marked learning and qualifications.

Timeframe: Development May – September 2007; Trialling October 2007 – March 2008; Implementation April 2008 onwards.

Action 5 Develop and use measures to monitor and evaluate progress towards the Vision

This will involve MSC developing a set of measures that can be used to monitor and evaluate progress towards the Vision. Measures will cover:

- compliance with the Principles
- positive changes in processes (such as public funding for bite-sized chunks of learning and outcomes, rather than whole qualifications)
- results, in terms of real benefits to managers and their organisations.

Timeframe: Ongoing from September 2007.

Appendix One: Consultation Feedback

To develop the M&LLQS the MSC undertook extensive consultation between January 2007 and March 2007, consisting of a web questionnaire and events in each of the four nations.

Our web-based consultations on the M&LLQS received 184 responses of which 48% were employers/managers, 28% were learning and qualification providers, 16% were intermediaries, 4% were Government departments and agencies, and 4% were professional and representative bodies (please note this does not add to 100% as some respondent's ticked more than one box to describe themselves).

The online questionnaire asked stakeholders the following questions:

1. Do you agree with the vision?
2. Do you agree with the principles?
3. Do you agree with the actions?

The above questions enabled respondents to answer YES, PARTLY or NO, with space for comments. The final question was:

4. What will you need to do to support the strategy?

The key quantitative results from the online survey were:

- 83% support the vision (the remainder "partly");
- 75% agree with the principles (the remainder "partly");
- 65% agree with the actions (32% "partly", 2% do not).

We received a number of enthusiastic verbatim comments welcoming the vision and principles and stakeholders offering their commitment to support it through relevant actions.

We held events on the following dates and locations:

20 February 2007, N.IRELAND	1 March 2007, ENGLAND	5 March 2007, SCOTLAND	6 March 2007, WALES
Belfast, NICVA	London, Regus Business Venues	Edinburgh, Dynamic Earth	Cardiff , Park Plaza Hotel

The events involved a total of 81 participants: 28% were employers/managers, 20% were learning and qualification providers, 20% were intermediaries, 11% were SSCs, 11% were Government departments and agencies, 9% were professional and representative bodies. The following sections provide details on the feedback from each nation.

Belfast Event

Workshop hosted by:

Bill Manson – Chief Executive, Management and Leadership Network

Presented and managed by:

Kion Ahadi – Acting Head, the Management Standards Centre

Ishka Khatun – Administrator, the Management Standards Centre

Rebecca Freeman – Consultant

1. Overall Feedback

- 1.1 Leitch Review is England only.
- 1.2 This is not new. There are already good examples of 'best practice' - flexibility already in delivery of NVQs.
- 1.3 Clarification on funding issues is required (principles vs. actions) and what are the policies?
- 1.4 The current structure for funding is for qualifications rather than small units. Some individuals require only 2/3 units rather than a full qualification. The focus is too much on qualification not enough on units within qualifications.
- 1.5 There is a demand for Foundation Degrees although the credibility is not proven. The design of the degrees is of the Dept of Funding and FE/HE.
- 1.6 Principles; Positioning within documents, statements have to be included, engagement and causality.

2. Do you agree with the vision and principles? If not, what changes are required? PARTLY

2.1 Principle 1:

- 2.1.1 It assumes that the two (individual and organisation) are compatible.

2.2 Principle 4:

2.2.1 The assessment of outcomes from learning and qualifications delivered in diverse formats need to be consistent.

2.2.2 This is a key Principle.

2.3 Principle 9:

2.3.1 This is more overarching issues rather than M&L specific.

2.3.2 Does not address current issue of poor funding for SMEs

2.3.3 Promotion needs to be a high priority as otherwise “I don’t know what I don’t know” continues.

2.3.4 Clarity and appropriateness being questioned.

2.3.5 Hiding employers to fund in future.

2.3.6 What is the role of government intervention?

2.4 Principle 10:

2.4.1 This is more overarching issues rather than M&L specific.

2.4.2 How are Education Institutions advised of the skills required?

2.4.3 Clarity and appropriateness being questioned.

2.4.4 No linked actions for any stakeholders (no actions to inform Education Sector on the level of skills required).

3. Do you agree with the actions for your interest group? PARTLY

3.1 Definitions need clarifying (learners, employers, managers)

3.2 Communication and awareness for individuals

3.3 Employers, managers, leaders and entrepreneurs:

3.3.1 Current problems about E, M, L & E being briefed will continue. How will they gain the “knowledge”?

3.4 Skills for Business Network members:

- 3.4.1 Only concern is in the wording of the final point “project manage the implementation of this strategy, monitor progress and evaluate its impact”. However, SSAs should address this.
- 3.4.2 SSCs – Project Management – capacity issue (implementation within own sector).
- 3.4.3 Link for SfBN and Government agencies.

3.5 Intermediaries:

- 3.5.1 “help employers, managers, leaders and entrepreneurs access public funds for learning and qualifications to address diversity issues”. What is meant by access public funds – isn’t this a contradiction with principle 9.

- 3.5.2 There is no Train to Gain in Northern Ireland.

3.6 Learning and Qualifications Providers:

- 3.6.1 “only access public funds for capital investment and innovative approaches in learning and qualifications”. What does capital investment mean in this context?
- 3.6.2 “ensure those entering the workforce have the essential skills required for employment (schools, further and higher education)”. What is meant by essential skills? Requires a definition (ESOL etc).
- 3.6.3 European Dimension to be included.
- 3.6.4 FE sector needs to be engaged in the strategy

4 What will you need to do to support the strategy?

- 4.1 Will need to show what is in it for the employer; what is the bottom line for the business? what are the benefits? Will need to sell the strategy to employers not just learners.
- 4.2 Ensure principles are reflected in SSA and actions resulting from it.
- 4.3 Employers need precise, concise and continuous information.
- 4.4 Access to resources.

5 What guidance, help or tools will you need to support the strategy?

- 5.1 Policy issues regarding public funding need to be teased out.

- 5.2 Policy issues around delivery of bite sized chunks. Can employer's access bite sized chunks? How do individuals know which areas are development areas? An assessment toolkit required. Quality and consistency in the delivery of bite sized chunks is required.
- 5.3 There is no baseline of skills for managers.
- 5.4 Legislation required enforcing engagement.
- 5.5 More information about support packages available.
- 5.6 MAP (e.g.)
- 5.7 Visibility of good quality trainers.
- 5.8 Requirement and legislation.
- 5.9 Not enough knowledge.
- 5.10 Basic needs (help and tools to provide clarification to employers)
- 5.11 Maybe have principles on progression in the workforce (vertical vs. lateral).

London Event

Presented and managed by:

Kion Ahadi – Acting Head, Management Standards Centre

Ishka Khatun – Administrator, Management Standards Centre

Rita Morar – Project Support Coordinator, Management Standards Centre

Trevor Boutall – Senior Consultant, The Management Standards Consultancy

1. Overall feedback

- 1.7 The vision and principles are 90% correct. Good, broad, not too detailed, credible. Needs to be kept short.
- 1.8 The language needs to be looked at carefully – fog index. Some delegates felt it should be in simpler, more everyday language (e.g. “bite-sized” instead of “relatively small”). Others, however, felt the language was about right.
- 1.9 Generic terms need to be used e.g. “organisation” rather than “business”.
- 1.10 Find a formula to avoid repeating “employers, managers, leaders and entrepreneurs”.

- 1.11 At the moment it has too much information addressing all stakeholders. Different versions will be needed to speak to the different groups.
- 1.12 Needs to address all age people, not just young people, e.g. second careers, setting up a business at a later age.
- 1.13 The vision and principles probably challenge all stakeholders to go beyond what they might normally do if driven solely by business objectives. It asks them to sign up to doing this for the greater good.
- 1.14 The vision and principles should be viewed as a kind of contract between the different parties.

2. Do you agree with the vision and principles? If not, what changes are required?

2.5 Vision

- 2.5.1 Needs to be sharpened up and made more active – at the moment it is passive.
- 2.5.2 “World-Class” is too glib an expression. They are National Occupational Standards although we do need to make the point that we need to compete with the best in the world.
- 2.5.3 Rewording suggestion: “Managers, leaders and entrepreneurs continuously seize relevant and appealing opportunities to develop their knowledge, skills and performance to national and international standards and have their learning accredited through qualifications which have real value.”

2.6 Principle 3:

- 2.6.1 Challenge for learning providers to chunk down size of learning. This is a practical issue, a funding issue (currently the system only funds whole, oversized qualifications, not units), and a pedagogical issue (there is value in a holistic approach to management learning and assessment). Guidance will need to be provided on this.

2.7 Principle 8:

- 2.7.1 Include customers.

2.8 Principle 9:

- 2.8.1 This may lead to contraction of the amount of management training as it will not be funded by government.
- 2.8.2 It will also require cultural changes.

2.9 Principle 10:

2.9.1 Is this really part of our remit? Probably, yes. It is linked to the “Citizenship” curriculum. Children learn management skills (working in teams, conflict management, negotiation, project planning etc) in schools and colleges, but they are probably not articulated as such and do not get transferred to other contexts.

3. Do you agree with the actions for your interest group?

3.7 Stakeholder groups

3.7.1 All groups represented to some extent, but no HE/FE.

3.8 Employers, managers, leaders and entrepreneurs:

3.8.1 They need information first, then engagement and then persuasion. This will have to be done through published documents and cascade through providers, intermediaries etc.

3.8.2 They need to recognise the value of learning to themselves. Need to show how it contributes to business success (IIP).

3.8.3 They are resistant to paying any extra for accredited learning.

3.8.4 PLCs don't have any common understanding of this. What are PLCs putting back into institutions to develop this?

3.8.5 Need to give feedback to SSCs.

3.8.6 Metropolitan Police use standards which are role dependent; have training schemes which are not accredited; leadership and development programme across all levels; accreditation and transferability will become more important as people have portfolio careers.

3.8.7 Voluntary sector governance hub has standards.

3.8.8 MoD is a large provider of work-based learning, use M&L frameworks etc linked to civilian qualifications and accreditation.

3.8.9 Use succession planning as opportunity to develop within the sector.

3.9 Skills for Business Network members:

3.9.1 MSC needs to agree measures to measure progress against strategy, have a monitoring system and review strategy periodically.

3.9.2 SSCs need to get the messages out in their sectors.

3.10 Learning and Qualifications Providers:

3.10.1 They will need to demonstrate the business case; how investment in learning leads to business success.

3.10.2 Offering unitised learning and accreditation will be the biggest challenge for them. Not set up to do this. Believe in a holistic approach. Funding is a systemic obstacle.

3.10.3 Difficult to keep programmes up-to-date.

3.11 Government

3.11.1 This should be widened out to include all of government, particularly local authorities.

3.11.2 Government will need to be fully signed up to this and to funding their part of it.

4 What will you need to do to support the strategy?

4.5 MSC needs to define key words, make it appropriate to different employers, contextualise for different sectors.

4.6 MSC needs to clarify the action points for each stakeholder.

4.7 MSC needs to develop a monitoring and evaluation plan.

5 What guidance, help or tools will you need to support the strategy?

5.12 Build awareness of the strategy and of the NOS.

5.13 Corporate membership? External support? To be able to perform role to best ability.

5.14 Network events, promotional activity.

5.15 Portfolio/directory of qualifications that are recognised.

5.16 Length of time served in organisation – issues such as benefits, pensions – standards should reflect this.

5.17 Ability to have skills which can be picked up later.

5.18 Funding.

5.19 Incorporate liP in this.

Edinburgh Event

Presented and managed by:

Kion Ahadi – Acting Head, Management Standards Centre

Ishka Khatun – Administrator, Management Standards Centre

Rita Morar – Project Support Coordinator, Management Standards Centre

Trevor Boutall – Senior Consultant, the Management Standards Consultancy

1. Overall feedback

- 1.15 Strong support for Vision and Principles 1-8.
- 1.16 Principle 9 felt to be an enabler rather than a principle.
- 1.17 Principle 10 felt to be important but slightly beyond our remit.
- 1.18 Action plan for Scotland will be very different due to different funding arrangements, qualifications (no FDs) and institutional structures.
- 1.19 Scotland likely not to align closely with Leitch, although there is an election in May and this may just be posturing.
- 1.20 Scotland less likely to change its traditional approach than England.
- 1.21 Good fit with SCQF.
- 1.22 Need to review SQA's submission on Scotland's LLL strategy.
- 1.23 Workforce Plus (Employability project).
- 1.24 Providers need greater engagement with employers to find out needs and changes in the market – need to read SSAs and SQSs!
- 1.25 Needs an additional principle of providing holistic training to help people (especially, but not exclusively, younger people) move into management. Need an overview of management, basic management knowledge and key/core skills in communication and Numeracy. Modern Apprenticeships should not have upper age limit for funding.
- 1.26 CPD needs to be a core unit in all management qualifications; need first to identify what you need to learn.

2. Do you agree with the vision and principles? If not, what changes are required?

2.10 Vision

- 2.10.1 Yes.

2.11 Principle 1:

2.11.1 Learning needs to be employer led not candidate led, especially in FE, in order to develop skills needed for employment.

2.12 Principle 3:

2.12.1 The accumulation of bite-sized chunks caused some concern, particularly with ABs. Over what period of time? Learning still needs to be current.

2.12.2 Fits with idea of Skills Passport.

2.13 Principle 9:

2.13.1 Issue of funding caused most concern.

2.13.2 FE in Scotland has considerable local autonomy in deciding what programmes are offered; unlikely that Scottish Executive or Scottish Funding Council will change funding requirements quickly. SFC has “Strategic Development Funds” (top-sliced) but not well known or used.

2.13.3 Leadership pathfinder funding (£1,000 for MDs of SMEs) has been very successful. Pity if this is discontinued.

2.13.4 Funding for Modern Apprenticeships is essential – market would collapse without funding. Age limit for MAs needs to be removed.

2.13.5 Public funding is skewing the market and causing systemic problems. Needs to measure value added and distance travelled, not outcomes.

2.13.6 Third sector is dependent on public funding for training.

2.14 Principle 10:

2.14.1 Is this really part of our remit? Important, but broader than a MLE issue.

2.14.2 Some good work is already going on in schools to develop entrepreneurial skills (Tom Hunter’s “Determined to succeed”).

3. Do you agree with the actions for your interest group?

3.12 Stakeholder groups:

3.12.1 All groups represented to some extent, but no HE.

3.13 Employers, managers, leaders and entrepreneurs:

3.13.1 Employers will have different priorities – training may not be top of their list.

3.13.2 Voluntary Organisations will find it difficult to subscribe to these actions as some people are not committed and they have funding problems.

3.13.3 Depends on individual motivations and personalities.

3.13.4 Need evidence of benefits to individuals and organisations.

3.14 Skills for Business Network members:

3.14.1 SSCs have developed SSAs and SQSs – need to go back and look at these again in light of M&L SQS.

3.15 Learning and Qualifications Providers:

3.15.1 Bite-sized accumulation all very well but need time limit.

3.15.2 Funding needs to be wider than just capital investment and innovative approaches.

3.15.3 CPD should be included as a core component of all MLE quals.

3.16 Government

3.16.1 Funding is the key issue.

3.16.2 Govt funding should work towards these principles, not against them.

4 What will you need to do to support the strategy?

4.8 A long term consistent strategy from Government, not continually changing programmes and policies.

4.9 Promotion to gain buy-in to the strategy from all stakeholders.

4.10 People who are delivering learning and qualifications need to be competent.

4.11 Need to bear in mind ageism.

4.12 Need to consider value-added, not just outcomes.

5 What guidance, help or tools will you need to support the strategy?

5.20 Resources to signpost people to business support, contextualised for sectors etc.

5.21 Raising awareness of strategy through websites, link with SSDA etc.

5.22 Promoting through presentations; depends on audience – different strategies for different organisations.

- 5.23 Get priorities to work together.
- 5.24 Strategy to help younger managers.

Cardiff Event

Workshop hosted by:

Christopher Ward – Chief Executive, Wales Management Council

Presented and managed by:

Kion Ahadi – Acting Head, Management Standards Centre

Ishka Khatun – Administrator, Management Standards Centre

Rita Morar – Project Support Coordinator, Management Standards Centre

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1. Overall feedback

- 1.27 Discussions focused on how to implement the strategy – content of strategy was largely accepted as correct.
- 1.28 Title and word strategy is off-putting. Language needs to be clear and direct.
- 1.29 Need to change culture and attitude to training within and across organisations. Training and development needs to be part of people's contract of employment (it's a required duty and essential to their function). It could also form part of supply chain contracts to ensure that SMEs engage in developing their people.
- 1.30 Are there significant differences between large orgs and SMEs? You can talk to large orgs about changing culture, but need to talk to SMEs about solving immediate problems (bite-sized chunks), which may be the hook to start them developing a learning culture.
- 1.31 What does success look like? Perhaps when people start putting in their CVs the NOS they are competent in and job advertisements start asking for this. Also changing colours on the gap analysis matrix.
- 1.32 Strategy needs to relate to SMEs (96% of business in Wales) to be effective. Needs to "engage off the page".
- 1.33 Make it more contextual/focus to engage. Hard to engage with employers, particularly SMEs.
- 1.34 What is the incentive to sign up to the strategy? Resources, funding, value added. Rewards/benefits different for different groups, so need different messages.
- 1.35 Benefits to the business of attracting and retaining staff.

1.36 Support and partnership needs to be included in the strategy – essential if it is to be sustainable.

1.37 Entrepreneurs should not be included in the strategy – a different audience with different needs.

2. Do you agree with the vision and principles? If not, what changes are required?

2.15 Vision

2.15.1 Vision is too passive; make it active and exciting.

2.15.2 World-class – meaningless phrase. Benchmarking against international standards important.

2.16 Principle 1:

2.16.1 Need to include something about identifying what businesses (and individuals) need; assessment/diagnostic tools; providing learning relevant to these needs. Also measuring the value added by training.

2.17 Principle 3:

2.17.1 Bite-sized chunks are important for SMEs. Need to link into formal qualifications.

2.17.2 Training needs to be in manageable size.

2.18 Principle 4:

2.18.1 Emphasise delivery at a time when people need it.

2.19 Principle 9:

2.19.1 UK govt could offer tax breaks for training. NAW controls funding for training.

2.19.2 MA funding is valuable.

3. Do you agree with the actions for your interest group?

3.17 Stakeholder groups

3.17.1 All groups represented to some extent, HE represented by University of Glamorgan and Cardiff Business School.

3.18 Employers, managers, leaders and entrepreneurs:

3.18.1 Need to engage and change culture.

3.19 Skills for Business Network members:

3.19.1 MSC needs to agree measures to measure progress against strategy, have a monitoring system and review strategy periodically.

3.20 Learning and Qualifications Providers:

3.20.1 Need to design interventions that will engage.

3.20.2 Universities should be engaging employers.

3.21 Government

3.21.1 Government needs to be fully committed to a long-term strategy.

5 What guidance, help or tools will you need to support the strategy?

5.25 Strategy needs to engage off the page.

5.26 Advocates/champions/case studies/exemplars needs to spread the word and tell the benefits over and over to SMEs.

5.27 Website with information, guidance and support tools.

5.28 Taxation (UK) and funding (Wales) systems need to be aligned to support strategy.

5.29 Common vision and principles for UK but different implementation plans for each country.

5.30 Management development needs to move back up the national agenda.