

## **A Sector Qualification Strategy for Central Government**

**November 2008**

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## SECTION ONE

### EXECUTIVE SUMMARY

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#### 1.1 The Government Skills footprint

Government Skills is the Sector Skills Council for central government and was established in 2006. It is responsible for approximately 800,000 employees across central government and the armed forces. This includes 500,000 in the Great Britain Civil Service, 27,000 in the Northern Ireland Civil Service, 67,000 in Non Departmental Public Bodies (NDPBs) and almost 200, 000 in the armed forces. Civil Service employees work within one of 22 main job families, known within government as ‘professions’ and each led by a ‘Head of Profession’ within the Civil Service. For this reason references to employers within the Civil Service refer both to government departments and to ‘professions’ that operate across departments.

#### 1.2 The context

The central government workforce is in a unique position for a number of reasons. Firstly, because it is a part of government there is an expectation that employers will respond directly to government policies on skills and particularly to the agenda outlined within the Leitch Review of Skills. Whilst England and the devolved administrations responded separately to the Leitch Review, each accepted the broad nature of the challenge. Secondly, central government is particularly diverse in terms of the range of professions employed. And thirdly, much (though not all) of the workforce is already highly qualified, meaning that there is a need to think carefully about the value that will be added by further qualification interventions.

#### 1.3 The approach

Government Skills launched *Building Professional Skills for Government – a strategy for delivery*<sup>1</sup> in April 2008. The strategy serves as the Sector Skills Agreement for the sector and sets the direction for this qualifications strategy. Specifically, it addresses the complexity within the sector by putting professions centre stage in *‘influencing professional career progression, supporting their members in professional development and aligning attainment of standards in the government sector to standards and qualifications recognised in the wider labour market.’* In parallel, it

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<sup>1</sup> See <http://www.government-skills.gov.uk/skills-strategy/index.asp>

focuses on areas where there are advantages in taking collective action such as an apprenticeship pathfinder and the establishment of an employers' forum that will harness opinion about interaction with the HE and FE sectors. It also acknowledges the sophisticated training and qualification offer already provided by the armed forces to recruits and notes that there may be examples of good practice, particularly around HE/FE engagement, that would have currency across the rest of the sector.

#### **Our priorities**

- Supporting central government professions in considering where to promote take up of qualifications – existing, customised or newly developed;
- Influencing HE/FE funding and provision;
- Developing the Diploma in Public Services;
- Coordinating an apprenticeship pathfinder;
- Supporting departments to increase level 2 attainment rates
- Supporting the armed forces to evaluate pre-entry qualifications

#### **1.4 Moving forward**

To date we have focused on establishing a robust infrastructure to support the priorities described above. This includes strengthening the professions and briefing them on the qualifications agenda, obtaining sign up from departments to the Skills Pledge, engaging providers to deliver high quality apprenticeships and scoping the focus of work with HE and FE. We are now at the point where we can begin to use this infrastructure to work in collaboration with professions and departments to identify where increased use of qualifications would add real value to the sector and to work with the supply side to make them a reality.

## SECTION TWO

### SCOPE OF THE SQS

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#### 2.1 Overall scope of the SQS

##### 2.1.1 The central government workforce

Government Skills is responsible for approximately 800,000<sup>2</sup> employees across central government and the armed forces. This includes 500,000 in the Great Britain Civil Service, 27,000<sup>3</sup> in the Northern Ireland Civil Service, 67,000 in Non Departmental Public Bodies (NDPBs) and almost 200, 000<sup>4</sup> in the armed forces.

The Great Britain Civil Service comprises 15 main departments and 9 smaller departments. The five largest are the Department for Work and Pensions (DWP), the Home Office (HO), Her Majesty's Revenue and Customs (HMRC), the Ministry of Defence (MoD) and the Ministry of Justice (MoJ). Between them these departments employ 407,000 people or 81% of the workforce.

As you would expect, the central government workforce is representative of the large and diverse range of functions carried out within the sector. We have identified 22 main job families, known within the sector as 'professions' and summarised in the table below<sup>5</sup>. Approximately two thirds of employees work in operational delivery functions.

<b>Government professions</b>	
Communications	Planning
Economics	Policy
Finance	Procurement
Human Resources	Project and Programme Management
Information Technology	Psychology
Internal Audit	Schools Inspectorate
Knowledge and Information Management	Science and Engineering
Law	Social Research

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<sup>2</sup> Public Sector Employment Statistics, Quarter 4, 2008

<sup>3</sup> , NICS Personnel Report 2006 NOTE: This does not include Northern Ireland NDPBs.

<sup>4</sup> UK Defence Statistics 2006

<sup>5</sup> *Building Professional Skills for Government* identified 25 professions, however further discussions with departments around the provision of Labour Market Intelligence have led us to revise our earlier classification.

Medicine	Statistics
Operational Delivery	Tax Profession
Operational Research	Veterinary Medicine

In addition to the above, we have recently agreed that we will take over responsibility for the Democratic Services NVQs at levels 3 and 4 that are currently used within local government. We are in the process of appraising the options for taking forward work in this area and as a result do not discuss them in detail within this document.

### ***2.1.2 Range of provision and types of current qualifications***

Qualifications currently used within the sector include: general qualifications including GCSEs, A levels, the Welsh Baccalaureate and Scottish Nationals; National/Scottish Vocational Qualifications and linked apprenticeships; vocationally-related qualifications; professional qualifications and higher education. Other learning and development includes courses offered by the National School of Government, the Centre for Applied Learning in Northern Ireland, Scottish Government Corporate Learning Services and Eliesha in Wales.

## **2.2 Priorities within the overall scope**

### ***2.2.1 Policy and operational delivery***

Our approach to qualifications has a clear focus on policy and operational delivery. Policy-making is a core function within government and the ability to deliver world-class policy is viewed by Permanent Secretaries as strategically important for the Civil Service of the future. Policy-making is also a complex skill set, requiring the ability to analyse evidence, solve difficult problems, manage transition through legislation and oversee implementation.

Operational delivery is the largest profession within government and having a skilled operational delivery workforce is therefore key to the government's ability to deliver public services effectively. The profession is also the most diverse in government and as a result requires focused work to identify where skills needs are comparable and where they differ.

In view of this, whilst our strategy involves working with all professions, we will provide particular support to policy and operational delivery. Sections 4.3.2 and 6.1.1

provide further detail.

### **2.2.2 Devolved administrations**

As explained further, the government policies that are relevant to this strategy are those relating to skills generally and the Leitch Review of Skills in particular. Each of the devolved administrations has issued its own response to the Leitch Review in the form of *Success through Skills* in Northern Ireland, *Skills for Scotland* and *Skills that Work for Wales*. *Building Professional Skills* sets out an overarching strategy for the central government workforce within the wider skills policy context and each of the devolved administrations has now indicated how they will take the strategy forward through their own action plans<sup>6</sup>. As an example, it is anticipated that the Scottish and Welsh Assembly Governments will put in place their own arrangements for managing the relationship with HE and FE that take account of their respective education systems.

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<sup>6</sup> See [www.government-skills.gov.uk/research-and-publications/skills-strategy-action-plans/index.htm](http://www.government-skills.gov.uk/research-and-publications/skills-strategy-action-plans/index.htm)

## **SECTION THREE**

### **SECTOR WORKING ENVIRONMENT**

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#### **3.1 Special features or characteristics**

There are two key characteristics of the central government working environment that have a bearing on qualification use and take up.

##### ***3.1.1 Responding to government policies***

As a part of government, employers in the sector have a responsibility to respond to government policies. The Leitch Review of Skills made a compelling case for upskilling and focused particularly on level 2 attainments and on engagement with the FE and HE sectors. Whilst the responses to the Leitch Review differ to some extent across England and the devolved administrations, each implementation plan accepts the broad challenge. *Building Professional Skills* was developed within that context and based on the premise that 'government, as an employer, should follow its own economic policies for the development of human capital'. Our qualifications strategy builds on this.

##### ***3.2.2 Existing qualification attainment and attitudes to qualifications***

Whilst there is work to be done in some parts of the Civil Service to ensure that the sector can meet its level 2 targets, much of the Civil Service is already highly qualified, with 85% qualified to level 2, 65% to level 3 and 43% to level 4<sup>7</sup>. This means, particularly in certain professions, that there is some uncertainty about the added value of additional qualifications. In addition, research<sup>8</sup> shows that managers in some parts of the sector have little experience of vocational qualifications in particular and are therefore unaware of the potential benefits. This means that any new qualifications need to be seen as relevant, flexible and as adding real value for employees.

#### **3.2 Future trends**

Government Skills commissioned a scenario planning report in 2007 that identified

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<sup>7</sup> See [http://www.government-skills.gov.uk/research-and\\_publications/pdfs-other-files/employee-skills-survey-150408.pdf](http://www.government-skills.gov.uk/research-and_publications/pdfs-other-files/employee-skills-survey-150408.pdf). Excludes armed forces.

<sup>8</sup> Experian Demand for Qualifications report, February 2008.

possible models based on 'new generalists', 'strategists and connectors', 'policymakers and funders'. The report identified that 'new generalists' of 2020 would work within a structure of institutions and processes very similar to those that exist now. In contrast, 'strategists and connectors' would operate within more decentralised and networked arrangements that would see the civil service having a different composition and functions. Finally, a diminished civil service based on a greater proportion of functions being contracted out would require civil servants to be 'policymakers and funders'.

Despite the different emphasis in roles, the report concluded that the same broad types of skills would be required by civil servants across all the scenarios. These were identified as: financial management; leadership skills; programme and project management; stakeholder management; information technology (design and use of); business planning; specialist vocational; procurement and auditing. At a level of generalist use by civil servants, many of these skills are reflected in the core skills groupings of the Professional Skills for Government competency framework. However, there is a level of specialist application, for example in procurement or finance, where it is more appropriate that the professional group defines the skills that are required. It is for this reason that professions have been put in the driving seat for defining professional skills and qualifications.

## **SECTION FOUR**

### **CURRENT QUALIFICATIONS AND OTHER LEARNING PROVISION**

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Government Skills have derived information on current qualifications and other learning provision from research conducted for the Sector Skills Agreement, from the Employers' and Employees' Surveys conducted in 2007, and by means of enquiries to individual departments, awarding bodies and providers.

This information, which is summarised below, provides an overview but not yet a detailed picture for the 800,000 government employees. For the future, Government Skills is managing and coordinating new research to provide more precise information. The research, which was announced in *Building Professional Skills for Government*, covers all government departments and the 22 government professions and will be completed by mid- 2009.

Many of the qualifications used within the sector relate to disciplines shared with other sectors and so fall within the remits of other SSCs. Such qualifications are generally addressed in those SSCs' own qualifications strategies. Government Skills, the representative of government as an employer, will continue to liaise with the other SSCs to ensure that the government's needs are taken into account, rather than duplicate their efforts by including in its own qualifications strategy provision for the same occupations.

The focus of the Government Skills Sector Qualifications Strategy is on developing new qualifications provision for disciplines unique to government, such as those relating to government policy development and to the specifics of government operational delivery. Government Skills is aiming to provide new qualifications for these disciplines, wherever the relevant professions identify potential benefits, and also to provide new qualifications for the disciplines unique to the armed forces, wherever there are potential benefits.

#### **4.1 Main qualification types**

This section provides a high-level summary of the different types of qualification and learning provision used within the sector. More detailed information on the different qualifications and training used specifically for each of the 22 government job families or professions is attached at Annex A.

#### **4.1.1 General qualifications**

General qualifications, which are available through schools, sixth form colleges and further education providers, are taken into consideration as part of the recruitment process although there are no longer general rules relating qualification level to entry grade. Some subject disciplines, such as the sciences, are relevant to particular professions such as medicine whilst others, such as humanities, are used as more general indications of ability and aptitude.

#### **Examples of general qualifications**

<b>Title</b>	<b>Level</b>	<b>Awarding organisations</b>
GCSE in History	QCF 1 and 2	AQA, CCEA, Edexcel, OCR, WJEC
A level in Biology	QCF 3	AQA, CCEA, Edexcel, OCR, WJEC
Welsh Baccalaureate Foundation, Intermediate and Advanced Diplomas	QCF levels 1,2 and 3	WJEC
Scottish National Qualification in Politics	SCQF 6	SQA

#### **4.1.2 Vocationally-related qualifications (VRQs) and vocationally-linked qualifications (VLQs)**

Vocationally-related qualifications and vocationally-linked qualifications are used as pre-entry qualifications by the sector. As well as the more general provision, there are also qualifications that have been specifically designed for the sector, primarily focused on the armed forces. However, these types of qualification, vocationally-related qualifications and vocationally linked, are not used very much post-entry. The sector tends to favour N/SVQs, HE qualifications and professional qualifications when seeking external validation of staff development.

### **Sector-specific VRQs and VLQs**

<b>Title</b>	<b>Levels</b>	<b>Awarding organisations</b>
Awards, Certificates and/or Diplomas in Public Services or in Uniformed Public Services or in Entry to Uniformed Public Services	QCF 1	Edexcel, OCR, NCFE
Same range of titles as above	QCF 2	Edexcel, OCR, NCFE
Same range of titles as above	QCF 3	Edexcel, OCR, NCFE
Award in Central and Local Government	QCF 3	Edexcel
Army Preparation, National Certificate	SCQF 5	SQA
Access to the Royal Navy and the Royal Marines, National Certificate	SCQF 5	SQA

#### **4.1.3 National/Scottish Vocational Qualifications (N/SVQs)**

There is an NVQ in Public Services at level 2 that was designed specifically for the sector, particularly for the armed forces. It is offered by City & Guilds and by Edexcel. The equivalent SVQ in Public Services at level 2 is offered by SQA.

Employers within the sector also use cross-sector N/SVQs. For example, the Department for Work and Pensions offers N/SVQs in Advice and Guidance Levels 2 – 4, Business and Administration Levels 1 – 4, Customer Service Levels 2 – 4, Contact Centre Levels 2 – 4, ITQ Levels 1 – 3, Learning and Development Levels 3 – 5, and Management Levels 2 – 5.

The full range of use within the sector of cross-sector N/SVQs and of other non-sector-specific N/SVQs is not yet known, but the information will be available in mid-2009, when the 22 professions have completed their research.

#### **4.1.4 Professional qualifications**

The sector recruits staff with relevant professional qualifications as well as supporting staff who want to gain such qualifications. The professional qualifications that are specifically relevant to each of the 22 government professions are identified in Annex A. One of the 22 descriptions from Annex A is shown below as an example.

***Finance***

Finance professionals must be a member of one of the six Consultative Committees of Accounting Bodies: ACCA; CIMA; CIPFA; ICAEW; ICAI; ICAS or hold an equivalent international qualification. The profession also employs trainee finance professionals who work towards one of the above qualifications. Finance professionals are supported by finance technicians who have qualified through the Association of Accounting Technicians. Once qualified members must comply with the Continuing Professional Development requirements of the relevant professional body.

***4.1.5 Higher education***

There is a Foundation Degree in Government that is facilitated through the National School of Government and is available to existing Civil Servants through the Universities of Chester and Portsmouth. It combines development of the Professional Skills for Government core skills, such as people management and leadership, with elective work-based modules that can be tailored to particular roles. The Foundation Degree operates only in England at present but, as it is delivered through on-line and distance learning, it is available to the Civil Service throughout the UK.

There are foundation degrees for the armed forces, which have been developed through the armed forces proactive engagement with universities and colleges over several years. These Foundation Degrees are in Aviation Studies, Marine Engineering, Naval Studies, Aeronautical Engineering, Leadership and Management, and Business Administration

The sector also makes use of all available types of HE qualifications including diplomas, ordinary degrees, honours degrees, masters' degrees, PhDs and other post graduate qualifications. The HE qualifications are considered during recruitment and some are used to support staff development, but this is on a profession by profession basis rather than systematically across the whole sector. The specific uses of HE qualifications by each of the 22 professions are described in Annex A.

The two case studies shown below, for Economics and for Policy, illustrate the range of provision that can be relevant, even within a profession, and how additional applications are developed to match the profession's specific needs within the sector.

### ***Economics***

As shown in Annex A, the economics profession asks for a 2:1 degree as an entry requirement. There are approximately 350 available degree courses in Economics on offer from 70 higher education institutions including Cardiff and Edinburgh Universities, Queen's University Belfast and the London School of Economics. Post entry the Government Economics Service facilitates Masters level syllabuses that are owned by departments but with external academic advisors and tutors.

### ***Policy***

There is a wide range of higher education provision that provides a theoretical introduction to policy or politics, including in the region of 300 degree courses that include policy content and a further 350 courses that are focused on politics. Examples of policy-related programmes include Politics and Social Policy courses from the Universities of Stirling and Ulster, Aston University's Politics with Public Policy degree and the University of Glamorgan's Public Policy Combined Studies Scheme. The postgraduate level offer is more tailored to policy delivery as a skill set, with the Warwick Masters in Public Administration (specifically mentioned in Annex A) including a module specifically geared towards policy making in central government. Edinburgh University also offers a taught Masters degree in Policy Studies.

#### **4.1.6 Employer-devised provision**

The main providers of employer-devised provision in England, Northern Ireland, Scotland and Wales, and the employer-devised provision in the armed forces are described below.

##### ***The National School of Government***

The National School of Government (NSG) is the government's in-house training provider. It offers in excess of 300 courses each year in areas such as policy delivery, project management and leadership and in some cases also facilitates the provision of related qualifications through higher education institutions and professional bodies. There has been a particular focus recently on courses designed to develop policy delivery and practical policy-making skills.

##### ***Centre for Applied Learning***

The Centre for Applied Learning (CAL) has been operating since April 2006 as a Shared Service Centre for the Northern Ireland Civil Service and provides all generic training in addition to specialist IT training. In 2007/8 it offered 171 courses covering topics such as leadership and management development, programme and project management and policy and legislation skills. The offer also included an Essential Skills programme for support grade staff designed to facilitate their transition into administrative posts.

##### ***Scottish Government Corporate Learning Services***

Corporate Learning Services plays a leadership role in delivering the learning strategy of the Scottish Government. It manages the provision of learning tailored to the Scottish Government's corporate learning priorities in areas such as people management, leadership and policy delivery.

##### ***Welsh Assembly Government***

The Welsh Assembly Government works with core training provider Eliesha to address skills needs in areas including people management and, for Senior Civil Servants, with a 'faculty' of six providers focused on areas such as leadership. WAG works with the appropriate training providers to design training interventions in relation to identified skills gaps.

### **Armed forces**

The armed forces have developed a number of programmes designed to address specific skills requirements, many of which are certificated by an awarding body. An example is the Royal Marines technical skills programme.

As well as using external awarding organisations, the armed forces are beginning to provide their own, accredited qualifications. In April 2008, the Defence School of Languages became recognised as an awarding body as part of the employer recognition pilot, and it has since had five qualifications accredited to the Qualifications and Credit Framework. The school sought recognition for their own qualifications because the existing national qualification offer did not reflect the need of the armed forces to deliver language skills in particular contexts.

## **4.2 Current volumes**

### **4.2.1 General qualifications**

General qualifications have been used primarily in recruitment. Management information regarding the numbers of qualifications held by staff has not been recorded as a matter of course. However, the percentages of staff with qualifications at different levels were investigated in the Government Skills Employee Survey in 2007. The overall results are shown below. Although a proportion of the staff with qualifications at level two or above will have gained these through staff development programmes, the majority are likely to be general qualifications that they had already gained when they were recruited.

Highest QCF equivalent level of qualification	Percentage of government employees
Not stated	3
Below level 2	12
Level 2 or above	85
Level 3 or above	65
Level 4 or above	43

#### **4.2.2 Vocationally-related qualifications**

Take up data for the sector-specific VRQs and VLQs are shown below for 2005/6, 2006/7 and 2007/8. The figures are derived from data kindly supplied by the awarding bodies, and they are indicative rather than exact as the awarding bodies do not all use the same year ends. Also, the 2007/8 figures are not all for a complete year. However, the figures do show that these qualifications, which were only recently introduced, are becoming more popular as they are becoming more widely known. The awards figures are for whole qualifications, the figures for the numbers of candidates who have been awarded units towards their qualifications would obviously be higher.

##### **Take up of sector-specific VRQs**

Level	Take up data 2005/6		Take up data 2006/7		Take up data 2007/8	
	Entries	Awards	Entries		Entries	Awards
1	0	0	443	252	2271	619
2	52	14	11492	4639	14783	7757
3	0	0	155	68	9438	75

##### **Take up of sector-specific VLQs**

Level	Take up data 2007		Take up data 2008	
	Entries	Awards	Entries	Awards
5	169	113	121	54

#### **4.2.3 National/Scottish Vocational Qualifications (N/SVQs) and Apprenticeships**

Take up figures for the Level 2 N/SVQ in Public Services and the related apprenticeship are shown in the table below.

##### **Public Services**

Level	Take up data 2007		Take up data 2008	
	Entries	Awards	Entries	Awards
Level 2 N/SVQ	4114	2910	3936	2973
Apprenticeship framework	1325	916	989	943

There is also use of non-sector-specific N/SVQs. The Employer Survey, described above, asked about support for NVQs, and 18% of employers responded that they supported NVQs. This support will include the use of non-sector-specific N/SVQs in non-sector-specific apprenticeships. The sector has made extensive use of such apprenticeships, typically to teach traditional skills such as engineering to young people below the age of 25 who are new rather than existing staff. The greatest use has been in the armed forces, which ran 7,299 apprenticeships in 2007. At this stage, Government Skills does not have more exact data on the identity of the non-sector-specific N/SVQs that are supported, or on the take up numbers, but this information will be provided by the research in mid-2009.

However, Government Skills does have indicative data from one large operational delivery department, the Department for Work and Pensions (DWP). This illustrates what might be the scale of take up in the larger departments. As noted above in section 4.1, the DWP offers N/SVQs in Advice and Guidance Levels 2 – 4, Business and Administration Levels 1 – 4, Customer Service Levels 2 – 4, Contact Centre Levels 2 – 4, ITQ Levels 1 – 3, Learning and Development Levels 3 – 5, and Management Levels 2 – 5. In 2007, there were 2485 registrations and 1682 awards across these N/SVQs. So far in 2008, 3485 employees have registered and 783 have completed. In addition, 25 employees completed apprenticeships during 2007 and the number is expected to grow in 2008.

#### ***4.2.4 Professional qualifications***

The Government Skills Employee Survey, February 2007, showed that 26% of Civil Service employees (excluding NICS) and 31% of NICS employees hold professional qualifications related to their roles.

Information is not available at present to identify what are these qualifications or how many of them were already held by the employees when they were recruited and how many were gained through staff development.

However, the Employer Survey revealed that employers in the sector do support their employees to gain professional qualifications, with 41% supporting CIPD, 41% supporting accountancy and financial qualifications, 12% supporting the Institute of Leadership and Management, 18% supporting NVQs, 12% supporting HR

qualifications, 12% supporting IT qualifications, 12% supporting management/leadership qualifications, and 12% supporting project management qualifications.

More detail on the specific qualifications and their take up will be available, from the research described above, in mid-2009.

#### ***4.2.5 Higher education***

Two hundred and seventy two students are currently registered on the Foundation Degree in Government. Four hundred and ninety four students gained Foundation Degrees across the armed forces in 2007, and 430 students have done so in 2008.

With regard to other higher education qualifications, as shown in the charts above on general qualifications, 43% of employees in the sector have qualifications at level four or above. Some of these will be professional qualifications and some of them will have been achieved during employment within the sector, but the majority will be higher education qualifications of different types achieved before recruitment into the sector. For many professions, such qualifications are prerequisites as described, profession by profession, in Annex A.

Information is not currently available specifying the different qualification subjects and types or the take up numbers. This detail will be provided, as an outcome of the research described above, in mid-2009.

#### ***4.2.6 In-house provision***

The numbers of staff who attended the National School of Government for programmes relating to different subject areas in 2007/8 are shown below.

Subject area	Numbers
Policy	7,575
Management and personal development	5,034
Procurement and project/programme management	5,093
Strategic leadership programmes	4,092
Government finance programmes	3,917
HR	2,559
Training for government legal services	2,033
Programmes running in Scotland	764
Miscellaneous events	963
Total	32,030

Some of these people will have attained qualifications through attendance at the programmes, but the total is relatively small. And not all of these achievements are recorded as several programmes lead to examinations that are taken with external organisations such as the Institute of Internal Auditors or the Chartered Institute of Purchasing and Supply. The numbers of staff who are known to have attained external qualifications in different subject areas through attendance at the National School of Government are shown below.

Qualifications awarded	Numbers
Policy	1
Procurement and project/programme management	721
Government finance	33
HR	108
Total	863

The number of staff who were trained on courses run by the Northern Ireland Centre for Applied Learning (CAL) in 2007/8 was 13,411. CAL states in its annual report for the year that it provided large numbers of nationally recognised qualifications at levels 2, 3 and 5 but it does not state the types or subjects of the qualifications.

Information on the numbers of staff who were trained using provision from the Scottish Government Corporate Learning Services or from Elisha on behalf of the Welsh Assembly Government is not yet available.

## **4.3 Match to employers' needs**

### **4.3.1 Recruitment**

As described in general terms above and in more detail for individual professions in Annex A, the sector uses the evidence provided by qualifications during the recruitment process, first, as evidence of general aptitudes and achievements and, second, as evidence of specialist, professional aptitudes and achievements.

With regard to the first of these applications, research for the Sector Skills Agreement revealed that employers in the sector, like those in other sectors, are keen to encourage the development of a wider talent pool with relevant skills from which to recruit for all levels. With regard to further and higher education *Building Professional Skills for Government – a strategy for delivery* went as far as to state that “there is no coherent, focused set of educational opportunities specifically geared to replenishing the pool of skills the (government) sector needs at graduate level and below”.

Relevant strategies have been included in *Building Professional Skills for Government*, which outlines a three year programme of work with government departments and professions.

The strategies address secondary and tertiary education, further education and higher education.

- For secondary and tertiary education, Government Skills is contributing to the development of the Public Services Diploma, which will add to the curriculum the opportunity for learners to develop more relevant applied knowledge and skills.
- For further and higher education, Government Skills will set up an FE/HE forum to engage directly with FE and HE providers. It is intended to run the forum on a four-nation basis.

With regard to the second application, using qualifications as evidence of specialist, professional aptitudes and achievements, an initial snapshot will result from the 22 professions' self-assessments (to cover workforce planning, standards and qualifications, and engagement with government departments) that have been submitted to Government Skills in October this year. Between now and July 2009, when a further progress report will be made to permanent secretaries, Government

Skills will work with each profession, to draw out a more detailed picture.

#### **4.3.2 Staff development**

Employers within the Government Skills footprint have a strong record and a continuing commitment to staff development. They also have historically supported employees who wish to gain additional qualifications and they continue to do so. However, the two activities have not been wholly integrated. The employers' primary concern has been their employees' acquisition of skills rather than the provision of external recognition. For this reason, the full extent of training within the footprint has not been reflected in the numbers of qualifications awarded to serving staff. These issues and how Government Skills intends to address them are discussed in more detail below.

The Experian report<sup>9</sup> pointed out that

*In comparison with the whole economy, the Government Skills footprint performs very well on a range of training variables indicating that there is a strong culture of investment in training within the sector.*

*NESS<sup>10</sup> provides a number of indicators on the extent to which employers invest in skills and employers within the Government Skills footprint score highly on all of these ... Nine in ten establishments provide training and this appears to stay consistent across employers of different sizes. Evidence also suggests that employers in the footprint are much more likely than employers across all industries to have a more formalised training programme in place by way of a training plan and dedicated budget.*

The types of learning and development supported were identified in the Employers' Survey of 2007, which is the source of the table below. This shows the percentages of organisations that arranged centrally and also paid for different types of training in 12 months to late 2007; and also shows the corresponding percentages of organisations that planned to arrange and pay for the same types of training in the following two years.

<i>Type of training</i>	<i>In past 12 months</i>	<i>In next two years</i>
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<sup>9</sup> Experian, *Demand for Qualifications*, report to Government Skills, February 2008

<sup>10</sup> National Employer Skills Survey, LSC, 2005

Leadership	86	81
People management	81	81
Programme/project management	78	78
IT/computer related	74	62
Financial management	72	69
Specialist skills for the individual's job	66	66
Written or oral communication	62	55
Communications and marketing	59	53
Interpersonal or "soft skills"	59	n/a
Team working	57	57
Administrative	55	48
Customer service	52	53
Analysis and use of evidence	47	52
Strategic thinking	41	57
Foreign languages	40	36
Some other type of training	0	0
No training arranged and paid for	0	n/a

As Experian pointed out, the types of training at the top of the table, those that the most organisations arrange and sponsor, tend to relate to the needs of more senior staff. However, the figures in the table do not imply that there is more of these types of training than there is of the types relating to staff at lower grades. The total number of staff who received training in leadership from several small departments could easily be exceeded by the number of staff who received administrative training in a single, very large department.

The sources of learning and development used by employers in the sector were also investigated in the Employers' Survey. The table below shows the percentages of organisations that used the four different sources identified in the survey question.

<i>Source of learning and development</i>	<i>Used in last 12 months</i>
National School of Government	88
Learning and development at the workplace by someone who works for the organisation	98
Learning and development at the workplace by someone who does not work for the organisation	97

Learning and development at the workplace by someone who does not work for the organisation	97
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The survey report pointed out that this pattern of usage was “broadly speaking, consistent across the UK although it is notable that fewer organisations in Scotland and Wales use the National School of Government (63% and 67% versus 88% overall)”

The organisations were very positive about these sources of learning and development. The table below shows the percentages of organisations that rated each of the sources according to six categories of satisfaction. Very satisfied is rated as 1, satisfied as 2, neither satisfied nor dissatisfied as 3, dissatisfied as 4, very dissatisfied as 5, and don't know as 6.

<i>Source of learning and development</i>	<i>Ratings<sup>11</sup></i>					
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
National School of Government	22	51	18	6	2	0
Learning and development at the workplace by someone who works for the organisation	32	54	11	2	0	0
Learning and development at the workplace by someone who does not work for the organisation	30	59	9	0	0	0
Learning and development at the workplace by someone who does not work for the organisation	20	68	11	0	0	0

The Employer Survey of 2007 also revealed that 84% of employers within the sector had a policy to support permanent employees gaining additional qualifications. This would be by means such as offering study time or financial assistance. The qualifications identified in the research included NVQs at levels one to four, higher education qualifications from Foundation Degrees to PhDs and including MBAs, professional qualifications such as those from the CIPD and ILM, and proprietary qualifications such as those in project management.

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<sup>11</sup> Where percentages do not add up to 100, this is due to rounding errors.

Results from the survey showing the numbers of staff being funded to take different types of qualifications are shown in the table below. This shows the percentages of organisations amongst those that responded (58 in total) that were funding no staff, up to ten staff, or more than ten staff to take the different types of qualifications. It also shows the average number of staff taking the qualifications per organisation.

<i>How many staff in your organisation are currently being sponsored or funded to undertake the following qualifications?</i>				
<i>Qualification type</i>	<i>Organisations sponsoring no staff</i>	<i>Organisations sponsoring 1-10 staff</i>	<i>Organisations sponsoring 10+ staff</i>	<i>Mean<sup>12</sup> number of staff per respondent organisation</i>
Degree	45%	38%	19%	9.1
Other qualifications	47%	32%	25%	10.4
NVQ levels 3-4	50%	24%	27%	32
Other masters	52%	40%	10%	8
Diploma	53%	32%	15%	9
NVQ levels 1-2	62%	21%	19%	23.3
MBA	66%	28%	7%	2.8
Foundation degree	74%	18%	10%	4.8
PhD	74%	25%	2%	1

The full extent of the training provided within the sector is not reflected in these figures for qualification uptake. Considering the volume of training indicated by the earlier tables, the mean numbers of employees at different organisations within the sector, who are taking all of these different types of qualifications, are relatively low.

The Experian<sup>13</sup> report included qualitative research to identify issues relating to this low uptake. The report discussed four key areas: awareness of qualifications; reaching hard to reach staff; the importance of transferability and credibility; and the primary influencers.

<sup>12</sup> The mean is computed as the sum of all responses divided by the number of responses, ie including the organisations that have no sponsored candidates.

<sup>13</sup> Experian, *Demand for Qualifications*, report to Government Skills, February 2008

### **Awareness of qualifications**

*The consultations suggested that awareness of qualifications in managers is poor in general and especially around vocational qualification more could be done to increase knowledge and to raise awareness – a focus on the “newer” Apprenticeships and Foundation Degrees is appropriate as the knowledge and uptake of these is particularly low.*

...

*Middle management (staff below grade7) who are more involved on a day to day basis with operational issues, recruitment and learning are more aware of the qualification offer than senior management, especially in their own areas, indicating a need to focus awareness at the higher echelons.*

### **Reaching hard to reach staff**

...

*Although there is a general awareness of the proportion of staff not holding a level 2 qualification, due to most departments having long operated competency-based recruitment there is little recording of qualifications and it is therefore difficult to identify individuals without a qualification ...*

### **The importance of transferability and credibility**

*The broad feeling amongst employers and employees is that the off-the-shelf qualifications available (externally accredited) with some tailoring will deliver to civil service needs, and they value those qualifications used by other sectors that carry credibility. The benefits of this approach are that it will not require a large additional investment and the externally recognised qualifications, which can be benchmarked against private sector organisations, will bring a higher individual value to staff.*

...

### **Primary influencers**

*The primary influencers on attitudes to accredited training are seen as the Permanent Secretaries and the departmental boards. Having their support is crucial as this sends strong messages to managers about the importance of qualifications. A supportive permanent secretary can help prioritise qualifications in training and secure training budgets.*

Government Skills is taking action to address these issues and to promote staff development that integrates the use of relevant qualifications, both for the short and longer term.

Government Skills' immediate action is to support the more widespread adoption of apprenticeships in the sector. It has launched an apprenticeship pathfinder in October 2008 in England and Wales, for which departments have pledged over 1000 places, with the biggest numbers anticipated in the five largest operational delivery departments and their associated agencies. It will support the Scottish Government's continuing arrangements for Modern Apprenticeships, and will support the Northern Ireland Civil Service in its review of whether to start offering apprenticeships in the future.

Government Skills' action for the longer term to promote the use of qualifications in staff development is by supporting all of the government professions in further research and development, while prioritising work in the two government-specific professions of policy and operational delivery.

*Building Professional Skills for Government* affirmed that "each profession will want to look hard at the relevance and standing of accredited qualifications appropriate to their own people, and work with business and HR leaders to set expectations, shape career pathways linked to attainment of standards and qualifications. ... This is the only way to ensure that the business gets people into posts with the right standard of professional skills and that people want to learn the professional skills that the business wants them to have".

In line with this aim, Government Skills is supporting all of the 22 government professions, who have been asked to

- to review and, where appropriate, develop professional standards covering all levels of staff
- to investigate the extent to which current training and qualifications meet employers' needs
- to consider whether to make greater use of qualifications (existing qualifications, customised qualifications, or newly-developed qualifications).

The action described in the last of these bullet points is particularly relevant. Government Skills is asking the 22 professions first to consider existing

qualifications, before considering developing their own qualifications. As well as reflecting the fact, discussed in the introduction to this section of the SQS, that most of the professional skills used by government employees are shared with other sectors, this intention aligns with the findings of the *Experian* report, quoted above.

However, also in accordance with *Building Professional Skills for Government*, Government Skills has prioritised two professions because of their unique relationship to government and because of their strategic importance to the sector. These are policy and operational delivery.

With regard to policy, there are ranges of qualifications available at both degree and postgraduate levels, but staff development has focused heavily to date on training provided by the National School of Government and its counterparts in the devolved administrations. Recently there has been an increasing level of interest from the Northern Ireland Civil Service in a more formal qualification offer as a means of benchmarking the skills of policy makers keen to prove their credentials following devolution. At the same time the development of and consultation on new National Occupational Standards in Policy has prompted thinking about the skill set needed for successful policy development and how this can most effectively be developed. The Head of the Policy Profession is leading the debate within the profession on the way forward on both standards and qualifications.

With regard to operational delivery, the consultation on proposed National Occupational Standards generated feedback from employees of some large departments that they would welcome a qualification offer tailored to particular specialisms, eg debt management and banking. In addition, it is clear from emerging work that the Head of Profession for Operational Delivery is keen to see continuous improvements in service delivery and this may well have an impact on future approaches to qualifications. To progress developments, Government Skills has commissioned a project to develop greater understanding of the different 'job families' within the operational delivery profession, which is the largest and most complex in government. The project is due to complete in November 2008 and will help the Head of Profession to take a view on an appropriate qualifications offer.

#### **4.3.3 Supporting government policies**

"It is clear that the Government, as an employer, should follow its own economic

policies regarding the development of human capital.<sup>14</sup>”

All of the Permanent Secretaries<sup>15</sup> have signed up to The Skills Pledge and Government Skills is supporting their departments’ access to provision that will help them to meet agreed targets. This will be managed partly through the work of government professions to consider their use of existing, customised or newly developed qualifications at all levels including level 2, and partly through the Apprenticeship pathfinder.

*World Class Apprenticeships*, the government strategy for Apprenticeships published by DIUS/DCSF in January 2008, made a commitment to increase the uptake of Apprenticeships in the public sector. Government Skills is helping central government employers to respond to that commitment by building on and scaling up existing Apprenticeship use, as described above.

The development of Diplomas is central to the government’s 14-19 education strategy in England. Government Skills is representing central government and armed services employers as a member of the Diploma Development Partnership, led by Skills for Justice, for the Diploma in Public Services in England, as described above.

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<sup>14</sup> *Building Professional Skills for Government*

<sup>15</sup> The devolved administrations did not sign because they have developed their own implementation plans in response to the Leitch Review of Skills.

## **SECTION FIVE**

### **OTHER SECTOR USES OF QUALIFICATIONS**

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#### **5.1 Consumer protection**

Some professions, for example doctors, lawyers and vets, are regulated in the same way as their equivalents in the wider economy and as such the qualifications they hold are licences to practice. In other professions qualifications have value in a more general sense in that they can provide assurances to customers who rely on government to provide high quality public services. In taking forward the programme of work with professions described in Section 6.1, Government Skills will take account not only of existing statutory requirements but also of related standards set by other Sector Skills Councils and professional bodies.

## **SECTION SIX**

### **HOW GOVERNMENT SKILLS WILL HELP REALISE THE FUTURE**

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#### **6.1 Vision of future qualifications**

##### ***6.1.1 Supporting central government professions in promoting take up of qualifications – existing, customised or newly developed***

*Building Professional Skills* puts professions centre stage in ‘influencing professional career progression, supporting their members in professional development and aligning attainment of standards in the government sector to standards and qualifications recognised in the wider labour market.’ Gus O’Donnell, Head of the Home Civil Service, has written to each profession to ask them to submit a self-assessment in October 2008 against a maturity model that covers workforce planning, standards and qualifications and engagement with government departments.

For qualifications, the maturity model provides a structure within which professions are able to review the related national qualification offer, consider the extent to which this meets their needs and as a result determine where there is a need to customise existing or develop new qualifications. Government Skills has worked with professions to develop the baseline information in Annex A and also recently held a ‘masterclass’ for professions designed to support them as they begin this work. In addition, we plan to manage the initial analysis of Labour Market Intelligence covering qualifications currently held, and on uptake of qualifications and training, on behalf of and in collaboration with the professions. We anticipate that this data will begin to be available from departments in mid-2009.

As explained in Section 2.1, this work takes account of all professions but we are focusing particularly on policy and operational delivery. Our work with the policy profession will focus in the short term on evaluating a policy skills programme that is being piloted by the Northern Ireland Civil Service from autumn 2008, in order to inform decisions about the scope for building on the programme to develop a linked UK wide qualification offer.

##### ***6.1.2 Influencing HE/FE funding and provision***

Our overarching aim is to facilitate the provision of a more coherent set of educational opportunities for the government workforce from the higher and further education sectors. Clearly this will be addressed to some extent through the work with professions described above. Because of the strategic importance of the policy and operational delivery professions, however, we are clear that there is a need a more formal mechanism to articulate the links between the skills that are needed and the HE/FE offer. To that end, we intend to establish an Employers' Forum that will facilitate a dialogue between Human Resources practitioners in departments and the Heads of Profession for policy and operational delivery about HE/FE provision. It is expected that this will lead to the establishment of specific fora of HE and FE providers that will discuss the development of particular products.

### ***6.1.3 Developing the Diploma in Public Services***

Government Skills is a member of the Diploma Development Partnership, led by Skills for Justice, for the Diploma in Public Services in England. Following publication of the Line of Learning statement and criteria, Government Skills is now part of the next phase of work on employer and higher education engagement and intends to use this structure to raise awareness of the Diploma among government employers, including HR Practitioners in departments and Heads of Profession. In addition, the Employers' Forum described above will provide a means of identifying where we may wish to influence the nature of the component qualifications and to feed this in through the Diploma Development Partnership. As specified within the Line of Learning Statement and criteria these qualifications will address topics such as 'Government and Legislation', 'Paying for Public Services', and 'Developing Skills to Work in the Public Services'.

### ***6.1.4 Coordinating an apprenticeship pathfinder***

In response to the commitment specified in *World Class Apprenticeships* to increase the number of apprenticeships offered within the public sector, Government Skills is launching an apprenticeship pathfinder from autumn 2008 in England and Wales. To date departments have pledged over 1000 places, with the biggest numbers anticipated in the five largest operational delivery departments and their associated agencies. Most of the apprenticeships are expected to be in the areas of Business and Administration, Customer Service and Team Leading. Government Skills will commission and manage an evaluation of the pathfinder and interim findings are

expected in March 2009. The Scottish Government has its own arrangements for offering Modern Apprenticeships, as described in Section 4 and these will continue. The Northern Ireland Civil Service has not traditionally offered apprenticeships and is not part of this pathfinder but is currently reviewing its policies in this area.

### ***6.1.5 Supporting departments to increase level 2 attainment rates***

In April 2007 departments signed the Skills Pledge, committing to provide access for staff to the training needed to acquire level 2 qualifications<sup>16</sup>. The commitment was widely publicised within and outside the Civil Service. No department is expected to have 100% of its staff trained to level 2: the flow of new recruits, among other factors, makes this impracticable. We have instead set the stretch target of 95% and we are committed to working with employers in the sector to help them to achieve this. We will manage this through the programme of work with professions described above to promote take up of existing, customised or new qualifications, and through the apprenticeship pathfinder.

### ***6.1.6 Supporting the armed forces to evaluate pre-entry qualifications***

We will work with the armed forces to evaluate the extent to which and how the pre-entry qualifications described in Section 4.1.2 assist students during their initial military training. The Royal Marines began a 12 month study in May 2008 that will follow new recruits in England as they progress through their training. We will work collaboratively with the awarding bodies concerned to address any findings that have implications for the qualifications as they are redeveloped for the Qualifications and Credit Framework.

## **6.2 Past and future dialogues**

This section provides an overview of the engagement activities that Government Skills has undertaken to date and indicates how we will approach this in future.

### ***6.2.1 Employers***

Employers in the sector comprise both professions, that operate across departments,

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<sup>16</sup> The three devolved administrations did not sign because Ministers in Scotland, Wales and Northern Ireland because they have developed their own implementation plans in response to the Leitch Review. Similarly, the Northern Ireland Office did not sign because it is intended that many of its functions will, in time, be devolved.

and the departments themselves. To develop these strategies we have taken account of the evidence and views obtained from departments through employer and employee surveys and a training provider analysis carried out in 2007. We also met with senior staff in most government departments, including the devolved administrations, as part of the development of *Building Professional Skills for Government*. In addition, we have compiled the summary at Annex A by sharing the results of a desk review with professions and subsequently refining the information based on their feedback. Ongoing engagement with professions and, by extension, departments will take place through the programme of work outlined in Section 6.1.1.

### **6.2.1 Awarding bodies**

We held an open meeting for awarding bodies in autumn 2007 to share work in train around the development of *Building Professional Skills* and to invite expressions of interest in working with Government Skills in the longer term. We have also held more specific discussions with awarding bodies around arrangements for awarding the pilot Northern Ireland Civil Service policy skills programme, and around initial plans for the redevelopment of the NVQ in Public Services and the vocationally-related qualifications used by the armed forces. In addition, we have met with the Scottish Qualifications Authority to discuss their qualification offer for this sector and the implications for our strategies and have incorporated their feedback. We will engage further with awarding bodies during 2009 based on our identification of priorities for tailoring existing or developing new qualifications in collaboration with professions.

### **6.2.2 Devolved administrations**

Our engagement with the devolved administrations has been through Government Skills account managers based respectively within the Northern Ireland Civil Service, Scottish Government and Welsh Assembly Government. The account managers play the dual role of implementing Government Skills strategies in ways that are consistent with the policies of their own administrations and feeding the views of the devolved administrations into ongoing Government Skills policy development. As explained in Section 2.2, each of the devolved administrations has now agreed an action plan that outlines how they will implement *Building Professional Skills*.

### **6.2.3 Funding agencies and providers**

Our engagement with funding agencies and providers has been primarily in relation to the apprenticeship pathfinder. Central government employees are not currently eligible for public funding through streams such as Train to Gain, however following discussions with the Learning and Skills Council we have been able to negotiate funding for the pathfinder in England and parallel arrangements in Wales. More recently we have been working with departments to identify suitable providers, particularly in London where we are looking to identify a single provider for departments offering apprenticeships in the Greater London area. We anticipate that our employer forum will facilitate further engagement with the provider community.

### **6.3 Practical help**

This section outlines the actions that Government Skills will take to support the strategies outlined in Section 6.1. For ease of reference they are set out in chronological order.

#### ***6.3.1 Support government professions***

We will review each profession's self-assessment in **October 2008** against the qualifications aspects of the maturity model and use the outcomes to develop a detailed plan for working with professions to identify priority areas for tailoring or developing qualifications. This will lead to further actions around engagement with awarding bodies, higher education institutions and Sector Skills Councils.

#### ***6.3.2 Finalise National Occupational Standards (NOS) for the policy profession***

We will manage our current policy NOS project through to completion and submit the final NOS to UKCG for approval in **October 2008**. The finalised NOS will underpin the Northern Ireland policy skills programme and will also be used by the policy Head of Profession to inform thinking about the need for a national qualification offer.

#### ***6.3.3 Manage operational delivery profession occupational mapping***

We have just commissioned a project designed to develop our understanding of the different 'job families' within the operational delivery profession. This profession is the largest and most complex in government and we need to understand the range of functions before the operational delivery Head of Profession can take a view on an appropriate qualification offer. We will oversee this project which is due to complete

in **October 2008**.

#### **6.3.4 Brief employers on Diploma in Public Services**

We will use our next HR Practitioners' forum in **November 2008** to brief our employers on the Diploma in Public Services. It is anticipated that this will stimulate a debate about the types of Diploma component qualifications that would be most useful to our employers so that we can inform the development of these qualifications.

#### **6.3.5 Establish an employers' forum**

We will establish an employers' forum in **autumn 2008** comprised of representatives from the big five departments and the Heads of Profession for policy and operational delivery. The forum will facilitate discussions about the types of interventions, including qualifications and other forms of learning and development, that would address particular skills needs. It is intended that this will lead to the establishment of focused fora of HE and/or FE providers in **spring 2009**. The first step will be a scoping meeting with the employer forum members described above in **September 2008**.

#### **6.3.6 Manage the evaluation of the apprenticeship pathfinder**

The apprenticeship pathfinder starts in autumn 2008. Government Skills will commission an evaluation of the pathfinder that will report initially in **March 2009**. We will use this interim evaluation to make judgements about the value added by apprenticeships in the public sector generally and to inform thinking about the potential need for an apprenticeship offer specifically for this sector.

#### **6.3.7 Evaluate the Northern Ireland policy skills pilot**

We will manage the evaluation of the Northern Ireland Civil Service policy skills programme. The evaluation will cover the fitness for purpose of the content and assessment methodology for the component modules as well as providing a longer term view of value added. We will use the interim findings to inform discussions with the policy Head of Profession in **April 2009** about whether to develop the programme into a qualification offer suitable for accreditation to the Qualifications and Credit Framework across England, Wales and Northern Ireland and the Scottish

Qualifications and Credit Framework.

### ***6.3.8 Manage the analysis of Labour Market Information on behalf of the professions***

We will work with departments from this autumn to develop a format for the second phase of our Labour Market Intelligence covering qualifications held, and qualifications and training being accessed, by government employees. We anticipate that departments will be in a position to begin to provide this information from **mid-2009** and we will carry out an initial analysis of the data on behalf of and in collaboration with professions.

### ***6.3.9 Review outcomes of armed forces study***

We will use the outcomes in **May 2009** of the Royal Marines led study into the benefits of available pre-entry qualifications to consider where changes to the qualifications may be needed. We will then work in collaboration with awarding bodies to address these prior to the redevelopment of these qualifications into the Qualifications and Credit Framework.

## **6.4 Future evolution of the SQS**

The SQS will be reviewed on an ongoing basis by the Qualifications Policy Manager for Government Skills. The first formal review point will be in mid-2009 following the collection and analysis of Labour Market Information designed to support the professions.

### **Government Skills**

**November 2008**

## Annex A – Summary of qualification and training use by professions

Profession	Overview of qualifications and training
Communications	<p>Qualifications accessed by members of this profession include the Central Office of Information/Leeds University Postgraduate Diploma/MA in Public Communication, London Metropolitan University MA in Communications Management and The Marketers Forum CAM Diploma of Marketing. The National School of Government offers a Government Communication Foundation Course designed for those who are new to a communications role as well as programmes covering stakeholder engagement, strategic leadership, strategic communication planning and an integrated personal development programme known as 'The River'. The profession also signposts members to a range of other training courses in the following areas: internal communication, presentation skills, media skills and proofreading. Major players are Capital Learning and Development, the Central Office of Information and Westminster Explained.</p>
Economics	<p>Entrants to the profession must hold either a first or upper second-class honours degree or a postgraduate degree in Economics. The Government Economic Service's Continuing Professional Development (CPD) guideline is for 100 hours per year of CPD split roughly between economics and broader experience emphasising Professional Skills for Government competencies. The GES has formally adopted the Quality Assurance Agency subject benchmarks in economics as the basis for its own core economics competencies. The GES maintains core syllabuses in micro, macro, data and econometrics, international economics and communicating to non-economists. It also facilitates masters level syllabuses owned by departments but with external academic advisors and tutors. The GES team worked with the National School of Government (NSG), the Management Development Partnership (MDP), and Cambridge Econometrics to run a programme of 40 refresher/update courses/workshops and</p>

	a Masters level Taxation programme during 2007/8.
Finance	Finance professionals must be a member of one of the six Consultative Committees of Accounting Bodies: ACCA; CIMA; CIPFA; ICAEW; ICAI; ICAS or hold an equivalent international qualification. The profession also employs trainee finance professionals who work towards one of the above qualifications. Finance professionals are supported by finance technicians who have qualified through the Association of Accounting Technicians. Once qualified members must comply with the Continuing Professional Development requirements of the relevant professional body.
Human Resources	Civil Service HR provides development for HR practitioners through a number of channels. Departmental Heads of Profession work with the Cabinet Office and the National School for Government to provide a range of development from basic courses in HR subjects to cross-government HR leadership programmes. The programmes are delivered through the HR Academy, which also defines standards, career paths and signposts external provision, such as provided by the Chartered Institute of Personnel and Development. Civil Service HR also has a talent management programme and an HR Leadership network to develop and grow the next generation of HR leaders.
Information Technology	The profession sets out a framework of training and qualification options, including supplier certifications, at five levels of seniority from Chief Information Officer to Foundation level. The options are categorised by competency group within the profession, for example Enterprise Architecture and Solution Development and Implementation. There are no mandatory qualifications for the UK IT industry but there are numerous awarding organisations who offer a range of technical qualifications. There are also several professional bodies offering membership and qualifications such as the Institute of Engineering and Technology (MIET), the British Computer Society (MBCS and the Chartered IT Professional designation) and IT Practitioner NVQs at all levels. The

	<p>profession has close links with e-Skills UK, the IT SSC which is rewriting the NOS and developing a range of qualifications for the IT industry and the outcomes will inform the standards and qualifications used by the Government IT profession. The Government IT Academy provides targeted development for public sector professionals including a seminar programme and a development for more senior IT managers.</p>
Internal Audit	<p>The profession specifies three levels of competence from Internal Auditor and Lead Internal Auditor through to Senior Audit Staff. Internal Auditors are normally expected to hold the Institute of Internal Auditors Diploma in Internal Audit Practice (PIIA) or equivalent, while Lead Internal Auditors and Senior Audit Staff are expected to hold the Institute of Internal Auditors Advanced Diploma in Internal Auditing and Management (MIIA) or equivalent.</p>
Knowledge and Information Management	<p>There are in general no restrictions for entry to the Knowledge and Information Management profession, although qualification requirements vary among departments. While some departments do not set mandatory qualifications for all roles, other departments or specific roles require a degree or postgraduate qualification accredited by the Chartered Institute of Library and Information Professionals (CILIP) in Librarianship or Information Management and may require CILIP chartership. In posts where specific subject knowledge is useful, for example Sciences or Medicine, some departments may additionally require a specialist degree or qualification in that subject. Short courses, conferences and seminars across a wide range of topics are offered by professional bodies.</p>
Law	<p>Entrants must be qualified solicitors or barristers. Once employed, lawyers have access to training in areas such as EU law, administrative law, employment law and human rights law and legislation that also meet Continuing Professional Development requirements. Many of these courses are offered through the National School of Government.</p>

Medicine	Entrants must be qualified doctors, normally registered with the GMC. Specialist qualifications such as the Certificate of Completion of Training (CCT) may be required for individual posts. From 2009, all doctors registered with the GMC will be required to undertake regular, formal revalidation.
Operational Delivery	There is no central, minimum entry requirement for the profession. In recent years, some specific vocational qualifications have been made available to some staff. For example the Department for Work and Pensions (which employs more operational delivery staff than other employers) offers S/NVQs in: Business and Administration at levels 1 to 4; Management at levels 2 to 5; and Customer Service and Contact Centre at levels 2 to 4. Overall, however, there is not yet any systematic profession-wide offer.
Operational Research	Entrants must have at least a first or second class degree in a highly numerate discipline. Once in post, there is a potential option to undertake an MSC in Operational Research. Members also have access to technical and personal skills courses to meet professional development requirements as well as project specific requirements.
Planning	A high proportion of entrants to the profession are members of the Royal Town Planning Institute, Royal Institute of British Architects, Institution of Civil Engineers or Royal Institution of Chartered Surveyors although some come from different educational backgrounds such as law.
Policy	There are no specific qualification entry requirements for the policy profession. The National School of Government offers a variety of training courses covering policy development but these are not generally linked to qualifications, although the Warwick Masters in Public Administration includes a module on policy making.
Procurement	Members of this profession are signposted towards The Office of Government Commerce (OGC) Certificate of Competence in Purchasing and Supply (undergoing a refresh in 08/09) and Chartered Institute of Purchasing & Supply (CIPS) Foundation and Graduate Diploma qualifications. . The OGC Certificate of Competence and

	<p>CIPS Graduate Diploma form part of a two-year accelerated learning and development programme for Government Procurement Service (GPS) graduate entrants to the profession.</p>
<p>Project and Programme Management</p>	<p>A large number of organisations currently offer training and qualifications in PPM, which range from Masters level qualifications through to entry level courses and qualifications in well-established methodologies such as Prince 2 and Managing Successful Programmes (MSP). Some of the more established providers offering professional qualifications include the Association of Project Management (APM), the Project Management Institute (PMI), the Chartered Management Institute (CMI), the British Computer Society (BCS), and Cranfield University.</p>
<p>Psychology</p>	<p>Entrants must have a minimum of first or second class degree in psychology approved by the British Psychological Society as meeting the requirements for the Graduate Basis for Registration, or have a first or second class degree in another subject and have completed an approved postgraduate conversion course. They are required to complete training to become Chartered Psychologists either by completing 3 years postgraduate training validated by a higher education provider. Entrants may also be qualified as Chartered psychologists. Once employed qualified psychologists have access to a range of training in areas such as mental health assessments and treatment, risk assessment and management, law and medicine, human rights law and legislation that also meet Continuing Professional Development requirements.</p>
<p>Schools and Training Inspectorate</p>	<p>Applicants for HMI posts must have relevant experience and a broad and successful career in aspects of education and training relating to the posts being recruited to. They must be able to demonstrate leadership experience as middle or senior managers, or have contributed to work at a local or national level. Experience in inspection is an advantage but not essential. Appointments are made on the basis of how the applicant demonstrates the knowledge, experience, skills and attitudes required for the post applied</p>

	for.
Science and Engineering	Entrants are normally expected to hold a first or subsequent degree in a related discipline. They are also expected to have an interest in Continuing Professional Development in science or engineering, potentially becoming a Chartered Scientist or Engineer. If relevant to the post they are in, Technicians should have an appropriate qualification such as a Higher National Diploma (HND) in the appropriate discipline.
Social Research	Entrants are expected to hold a first or higher degree in a social science subject. Once in post, members have access to an MSc in Policy Analysis and Evaluation run in collaboration with the Institute of Education. Members can also sign up for modules of this MSc as stand-alone courses and are in addition signposted to relevant training and qualifications provided by a variety of other academic or independent providers, for example training organised or funded by the Economic and Social Research Council (ESRC), and the National School of Government.
Statistics	Entrants generally have a first or second class degree in a numerate discipline, though it is possible to enter the main stream scheme with relevant experience and a qualification such as the Royal Statistical Society Higher Certificate. Professional development is driven by the Statistician Competence Framework and its associated Continuing Professional Development Policy. Qualifications available to those already in post include the University of Southampton MSc in Official Statistics and the Royal Statistical Society Examination Programme. Many profession members apply to become Chartered Statisticians. A Framework of Statistical Learning, which maps both internal and external statistical training to the competence framework, is currently being developed. Staff also have access to a range of statistical learning provided by their own departments, the ONS Methodology Division, the Royal Statistical Society, and the European Statistical Training Programme. Statisticians are also required to undertake learning and other activities to help develop their

	management and interpersonal skills, including participating in a compulsory statisticians' induction course.
Tax Professionals	The profession runs a Tax Professional Development programme, for which the entry requirements are an upper second class degree in any subject. From September 2008 the programme will be based on new Tax Professional Qualifications at three levels and these qualifications will also be embedded into the Tax Professional Career Path.
Veterinary Medicine	Entrants must be a Member or a Fellow of the Royal Society of Veterinary Surgeons. Once in post members have access to the RCVS Modular Certificate in Advanced Veterinary Practice.