

local government workforce profile and  
the top ten skills shortage areas – 2005

national recruitment and retention  
initiatives

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## Introduction

This document provides a single reference point for brief details of the national recruitment and retention initiatives that are in place and planned to be introduced to help authorities address skills shortages in the top 10 skills shortage areas in the local government sector. These top 10 areas have been identified from the results of the Employers' Organisation (EO) annual Recruitment and Retention survey 2004.

The information here complements that contained in EO's recent publication entitled 'local government workforce profile and its top ten skills shortage areas: 2005' – which was launched in October 2005. This was circulated widely in local government to senior officers and elected members, and is now available on our website at [www.lg-employers.gov.uk](http://www.lg-employers.gov.uk).

The range of national initiatives in place for each of the top ten skills shortage areas varies considerably. In social care, for example, there are a significant number of major initiatives that are well funded, whilst in others, such as libraries and legal, we are aware of no major initiatives in place.

In the areas where there are currently no initiatives in place, or where the initiatives are insufficient, we will lobby and press relevant national organisations, such as Government departments, sector skills councils, the Learning and Skills Council, and regional development agencies, to take action. We will also use this document as a basis for future submissions to the Office of the Deputy Prime Minister (ODPM) Capacity Building Funds or other sources of funding for skill development.

This document currently is not exhaustive but we feel it provides a good starting point, and one that will prompt organisations (such as sector skills councils, professional bodies, and universities) to get in touch with the EO about other relevant initiatives that need to be added. The EO contact for this work is **Mick James**, whose contact details are [mick.james@lg-employers.gov.uk](mailto:mick.james@lg-employers.gov.uk); direct telephone no: 0207 296 6501.

We hope in time to develop this document, with the help of all key stakeholders/providers, into a complete guide to all national recruitment and retention initiatives concerning the local government workforce.

Clearly the top 10 skills shortage areas may change over time and we intend to make sure that this document remains up to date and valid.

## How is the document structured?

Each of the top 10 skills shortage areas has its own section but the detail varies significantly. Social care (which covers four large sub areas - children, community, residential and home care), planning and teaching (schools) have the largest entries whilst others such as trading standards and environmental

health have more modest entries. Each initiative is briefly explained and the reader is then signposted to other sources where more detailed information and or advice can be obtained. In most cases these other sources are either a contact officer (with email address) or a website link.

The order in this document reflects the severity of the reported skills shortages:

- 1 Social Care
- 2 Occupational Therapy
- 3 Environmental Health
- 4 Trading Standards
- 5 Planning
- 6 Building Control
- 7 Education Psychology
- 8 Teaching
- 9 Libraries
- 10 Legal

## 1 SOCIAL CARE

### **Departments of Health (DH) and the Department for Education and Skills (DfES)**

Many of the government initiatives are channelled through the DH to the SSC Skills for Care and to local authorities as specific grants. They are linked to investment across wider social care and are not particular to the shortage areas. Skills for Care are delivering a 5-year strategy - "Modernising the Social Care Workforce" -, which is across social work and social care. The strategy was due for renewal in 2005 but has been deferred pending the White Paper "Your Health, Your Care, Your Say". It is likely that 2006 will see a new workforce strategy that may cover primary health and adult social care. The current investment of Skill for Care and its partners is governed by its annual business plan that is the subject of negotiation with DH (and DfES) and approved by its board.

The investment in local authorities is through two specific grants that are neither ring-fenced nor subject to any conditions:

- the **Human Resource Development Grant** that is targeted at improving workforce planning, new types of worker and post-qualifying training
- the **National Training Strategy Grant** is to help meet national minimum standards for the workforce, to support trainee social worker schemes and to put Learning Resource Networks in place

Circulars give local authorities guidance each year about how the money could be spent but in reality each local authority determines its own priorities. Performance targets, inspections and the Delivery Improvement Statement are the main external motivator to invest in social work, social care and the workforce. With the agreement of local government (Local Government Association), Skills for Care manages the funds related to new types of workers

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and Learning Resource Networks with the intention that these are not subject to local variances of funding.

Department of Health go to:

<http://www.dh.gov.uk/PolicyAndGuidance/HumanResourcesAndTraining/fs/en>

Department of Health Social Care Workforce go to:

<http://www.dh.gov.uk/PolicyAndGuidance/HealthAndSocialCareTopics/SocialCare/SocialCareWorkforce/fs/en>

For information on grants go to:

LAC(2005)9: Social Services National Training Strategy (NTS) Grant and Human Resources Development Strategy (HRDS) Grant for 2005/2006  
<http://www.dh.gov.uk/assetRoot/04/10/84/29/04108429.pdf>

Human resources development strategy grant determination 2005/6  
<http://www.dh.gov.uk/assetRoot/04/10/84/30/04108430.pdf>

National Training Strategy grant determination for 2005/6  
<http://www.dh.gov.uk/assetRoot/04/10/84/32/04108432.pdf>

For DfES Children's Workforce Strategy and related sites go to:

<http://www.everychildmatters.gov.uk/deliveringservices/workforcereform/childrensworkforcestrategy/>

### **General Social Care Council**

The General Social Care Council (GSCC) is the professional registration body for social workers and social care as well as regulator of the social work degree and post-qualifying training and education for social workers. Protection of title for social workers and the registration requirement is a first stage in regulating the whole social work and social care workforce. Government has requested proposals during 2005/06 to extend the remit to the next wave of the workforce including registered managers and domiciliary care. The GSCC sets codes of conduct for both employers and employees. They are the key provider of information on becoming a social worker and post-qualifying qualifications as well as funding for individuals via bursaries.

Routes to funding are dependent upon the course of study and location. To access up to date information and downloadable guidance and forms on bursaries as well as information on registration (domestically and internationally) please visit [www.gsc.org.uk](http://www.gsc.org.uk)

### **Skills for Care and the Children's Workforce Development Council (CWDC)**

These sector skills bodies are part of the UK Sector Skills Council for Care and Development. They operate in England only and respectively have adults and children's social work and social care in their footprint. The CWDC extends

beyond this into early years and a number of other children's services workgroups.

Memoranda of understanding will be developed with the Employers' Organisation for local government to ensure that local authority needs are being met. There is also a Sector Skills Agreement with the Sector Skills Development Agency that links in the resources deployed by the learning and skills councils (LSCs) through further education institutions

They are engaged in a range of projects to support learning and workforce development, information on which can be accessed via their websites. The CWDC is relatively new so most of the projects pertaining to children's social work and social care are currently still with Skills for Care but now worked on jointly. Key initiatives are:

- National Minimum Dataset - Social Care
- Learning Resource Networks
- Leadership and Management
- Induction
- Continuing Professional Development
- Practice Learning Taskforce – hosted by Skills for Care

For Skills for Care go to: [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

For the Children's Workforce Development Council go to: [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)

A key source of funding is the **Training Strategy Implementation Fund** (from the Department of Health) for social care employers to support the achievement of the national minimum standards in care. Funding is channelled through employer-led partnerships at a local level and increasingly strategic funding alliances are being developed between local authorities, the Sector Skills bodies, the local LSC, Strategic Health Authorities, Job Centre Plus and Business Link - the idea being to promote strategic and financial coherence for employers through a one-stop-shop type approach.

**The Learning Resource Networks** cover all the country with over 40 in place. Potentially they are the primary delivery arms of the two sector skills bodies. They will support and contribute to a range of related strategies and initiatives, including:

- workforce intelligence and the introduction of a national minimum data set for social care
- national and regional recruitment campaigns
- the General Social Care Council codes of practice for employers and employees
- registration of the social care workforce
- introduction of the honours degree in social work – in particular the work of the Practice Learning Taskforce in increasing the supply and quality of practice experience <http://www.practicelearning.org.uk/>

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- introduction of revised national vocational qualifications (NVQs)
- introduction of the new post qualifying awards
- involvement of service users and carers in education and training
- development of new inter-professional roles
- the work of the Social Care Institute for Excellence (SCIE) in developing and disseminating knowledge and practice guidance resources
- the SCIE and Skills for Care e-learning strategy
- the Leadership and Management initiative

For Learning Resource Networks go to:

<http://www.skillsforcare.org.uk/view.asp?id=564>

### **Social Care Institute for Excellence**

SCIE's aim is to improve the experience of people who use social care by developing and promoting knowledge about good practice in the sector. The aim is to share resources freely and support those working in social care and empower service users. SCIE'S work on human resources can be found at

<http://www.scie.org.uk/work/humanresources/index.asp>

It has several products on human resources in social care including:

- **People Management website** which enables organisations to assess their people management policies and practice via a number of audits. It follows the journey an employee takes from recruitment to the end of employment and consists of a number of audits to allow assessment of an organisation's performance at every stage <http://www.scie-peoplemanagement.org.uk/>
- **development programme for first-line managers** to help them with management and group working skills <http://www.scie.org.uk/publications/leadingpractice/index.asp>
- **self-assessment resources pack** to enable organisations to assess whether they learn from experiences and to consider their decision-making processes <http://www.scie.org.uk/publications/learningorgs/index.asp>
- **race equality through leadership in social care** <http://www.scie.org.uk/publications/misc/raceequality.pdf>
- **guide on managing practice** where first-line managers can apply, adapt and develop the guidance to their own particular work environment, current priorities and as an aid to their own continuing professional development <http://www.scie.org.uk/publications/practiceguides/bpg1/index.asp>

## **Learning and skills councils**

### **1 European funding**

**The European Social Fund** and **the Equality Programme** are two massive funding streams that can be used to develop the social care workforce. Both programmes are distributed across Europe and are generally match-funded by

“co-financing agencies” in the member states. LSCs are a major co-financing agency for the European Social Fund. Neither fund is earmarked solely for the care industry.

## **2 Further education funding (LSC determined)**

With current LSC subsidies, social care employers can access general as opposed to bespoke further education (FE) provision for their staff at a very competitive rate, for example they pay about one-third of “prospectus price” for NVQs.

Care sector employees (and potential employees) can access FE provision at their own expense and in their own time. The government has decreed “Skills for Life” training (basic literacy/numeracy/IT & communication skills) to be a universal entitlement, so it is free of charge for all adults. There are plans to extend the entitlement to include qualifications up to Level 2 of the National Qualification Framework

Visit [www.lsc.gov.uk](http://www.lsc.gov.uk) for regional links.

## **Strategic health authorities – workforce development organisations**

The workforce development organisations (WDOs) of strategic health authorities (SHAs) are responsible for developing NHS staff. They work in partnership with local authorities, training providers and independent sector providers, but the nature and outcomes of each partnership vary from place to place. Each WDO covers a SHA area. They are involved in the implementation of the Learning Resource Networks programme, the National Minimum Dataset, and the new roles (workforce remodelling) pilots and, with local authorities moving towards integration of social care and health, there is likely to be greater joint working with the in the future. For more information on Workforce Development Confederations <http://www.nationalworkforce.nhs.uk/index.php> and look up the WDO in your area.

WDO and SHAs vary widely in their degree of involvement in social care sector training. Some are very “hands-on” – to the extent of directly funding learning projects for social care workers - and some concentrate on macro-level activities across national and international boundaries. They are not a natural source for care sector funding, but through their strategic links they can influence the networks and agencies that are.

## **The Employers’ Organisation for local government (EO)**

### **Skill and career pathways for social workers**

The Office of the Deputy Prime Minister (ODPM) has funded the development of skill and career pathways for care workers and the EO has a demonstration project in the North West of England focussing on social workers. The EO is working with key stakeholders in social care on this project. Contact **Charlotte Croffie** for further details [charlotte.croffie@lg-employers.gov.uk](mailto:charlotte.croffie@lg-employers.gov.uk)

## Good practice in workforce planning and development

Case studies of good practice are available on the EO website at

[http://www.lg-employers.gov.uk/recruit/workforce\\_surveys/shcwg/case\\_studies/](http://www.lg-employers.gov.uk/recruit/workforce_surveys/shcwg/case_studies/)

## International recruitment

The Department of Health (DH) has dedicated resources for the strategic recruitment of doctors and nurses overseas via ethical recruitment policies and practice involving government-to-government agreements. Direct support and guidance for employers is via the WDOs. A national group has been formed to develop ethical recruitment policy for social care in line with that of the DH. Pilots are currently proposed working with the DH, local authorities and WDO's. For further information contact **Kathryn Kelly** on [kathryn.kelly@lg-employers.gov.uk](mailto:kathryn.kelly@lg-employers.gov.uk)

## Surveys

The EO conducts the Social Care Workforce Survey, the principal source of detailed information on recruitment and retention data in social care and social work in local government. It works closely with Skills for Care in the development of the National Minimum Dataset - Social Care.

For the latest survey go to:

[http://www.lg-employers.gov.uk/press/2005\\_news/social\\_care\\_workforce.html](http://www.lg-employers.gov.uk/press/2005_news/social_care_workforce.html)

## Other useful contacts and links

[kathryn.kelly@lg-employers.gov.uk](mailto:kathryn.kelly@lg-employers.gov.uk)

[vic.citarella@lga.gov.uk](mailto:vic.citarella@lga.gov.uk)

[www.lgcareers.com](http://www.lgcareers.com)

[www.thinkcare-nw.co.uk](http://www.thinkcare-nw.co.uk)

[www.basw.co.uk](http://www.basw.co.uk)

[www.socialcaring.co.uk](http://www.socialcaring.co.uk)

[www.adss.org.uk](http://www.adss.org.uk)

[www.ukhca.co.uk](http://www.ukhca.co.uk)

[www.learnirect-advice.co.uk](http://www.learnirect-advice.co.uk)

[www.niace.org.uk](http://www.niace.org.uk)

[www.idea-knowledge.gov.uk](http://www.idea-knowledge.gov.uk)

[www.integratedcarenetwork.gov.uk](http://www.integratedcarenetwork.gov.uk)

[www.learnirect.org.uk](http://www.learnirect.org.uk)

[www.socialworkcareers.co.uk](http://www.socialworkcareers.co.uk)

[www.socialcarecareers.co.uk](http://www.socialcarecareers.co.uk)

Employers' Organisation

Local Government Association

Caring in the Community Careers

North West Careers

British Association of Social Workers

Social Care Association

Directors of Social Service

Home Care Association

Learn Direct

Adult Continuing Education

Supporting Social Care Beacons

Integrated Care – Human Resources

Training Officers in Social Services

DH social work Careers website

DH social care Careers website

## 2 OCCUPATIONAL THERAPY

There are 54 pre-registration programmes in occupational therapy (OT) across the UK – the vast majority are in England. Students are recruited to four-year in-service programmes, three-year full time and two-year accelerated degrees. All of these programmes are commissioned by either Workforce Development Directorates (WDDs) in England, Local Health Boards (LHBs) in Wales and by

education departments in Northern Ireland and Scotland. In some cases, in-service students are specifically sponsored by social services departments, although the figure is low. WDDs in England take account of the needs of the local government workforce, requiring social services departments to engage with workforce planning and offer student placements. Currently fewer than eight per cent of OT student placements are offered by social services departments and less than 20 per cent of graduates seek employment outside the NHS.

There are a number of initiatives for the development of support worker knowledge and skills. Various universities in England offer a variety of foundation degree routes in health and social care. The College of Occupational Therapists in collaboration with UNISON, the Open University and other professional bodies supported and co-badged an inter-professional, employer commissioned, work-based foundation degree in health and social care that may address skills shortages across health and social services.

Recruitment in this skill shortage area requires employers to engage actively in quantifying the need and working with commissioners and managers to support growth in recruitment and retention.

For information on the foundation degree see [www.open.ac.uk/shsw](http://www.open.ac.uk/shsw)

For further information about occupational therapy go to [www.cot.org.uk](http://www.cot.org.uk)  
[http://www.nhscareers.nhs.uk/nhs-knowledge\\_base/data/4939.html](http://www.nhscareers.nhs.uk/nhs-knowledge_base/data/4939.html)

### 3 ENVIRONMENTAL HEALTH (EH)

#### EO's supply side initiatives

The EO is currently involved in the delivery of two major initiatives:

**Bursary payments** worth a total of £190,000 per year have been awarded to first year Environmental Health Officer (EHO) BSc and MSc full-time students (£2k and £4k respectively) on Chartered Institute of Environmental Health (CIEH) accredited courses in England and Wales by the EO. Payments were divided equally amongst the courses and awarded to students on a financial needs basis. In 2005/06, the EO is acting as a clearing-house for the bursary allocating £1,000 to 75 per cent of applicants and £2,000 to the highest scoring quartile based upon financial need.

In 2004/05 £800,000 of ODPM Capacity Building Funding was used to promote the **provision of practical training placements of EHOs and Trading Standards Officers (TSOs) within local authorities in England**. Match-funding grants of £5,000 per trainee were awarded to applicant local authorities whilst £500 / £1,000 awards were also given to support the provision of work experience placements. A further £200,000 was used to develop two bespoke

careers websites ([www.tscareers.org.uk](http://www.tscareers.org.uk) and [www.ehcareers.org](http://www.ehcareers.org)) supported by promotional e-material for use in schools.

A further £800,000 of ODPM Capacity Building Funding was allocated for 2005/06 to promote further practical training placements and work experience opportunities within local authorities in England.

For more information about these initiatives contact **Martin Stein** on 0207 296 676 or [martin.stein@lg-employers.gov.uk](mailto:martin.stein@lg-employers.gov.uk).

### **Skill and career pathways for Environmental Officers in London**

In partnership with Association of London Environmental Health Managers (ALEHM), the EO, as part of the ODPM Skills Pathways project, is focusing on an entry level, work-based, development progression scheme to tackle the shortage of EHOs across London. The programme focuses on food enforcement officers as the entry point. The project is focused on getting people to take the first steps towards a career in EH by embarking on the trainee food enforcement officer scheme. The project is currently providing six traineeship opportunities across London with a second cohort targeted to start in January 2006. The traineeships will be for a minimum of two years and will achieve full qualification as a food enforcement officer. The project is mapping a career development pathway.

For more information about this programme contact **Sharon Smith** of ALEHM on [sharonsmith\\_alehm@blueyonder.co.uk](mailto:sharonsmith_alehm@blueyonder.co.uk)

### **Recruitment Initiatives – The Chartered Institute of Environmental Health (CIEH)**

CIEH has been and continues to be involved in a number of initiatives designed to improve and maintain levels of recruitment of both environmental health practitioners (EHPs) and environmental health technicians (EHTs).

The initiatives taken by CIEH are as follows:

- careers advice materials have been updated to include brochures and flyers, together with hire equipment, to enhance presentations to careers fairs, schools, etc. In connection with this a website was developed with links to accredited training establishments, to improve and widen access to information about environmental health as a career
- funding and other forms of support have been provided by the EO, ODPM, Food Standards Agency (FSA) and the Health and Safety Executive. FSA have, in addition to funding, provided student training placements and the EO has written to local authorities to encourage them to provide work experience and training placements. These measures, jointly, have had the effect of improving and increasing the training places available to students

- local authorities have been contacted directly and through conferences and seminars to explain the benefits of recruitment and to encourage local authorities and others to provide placements and work experience
- free courses on presentation skills have been provided to help local authorities' personnel and EHPs to prepare recruitment presentations specifically for schools but also for careers advisers and other prospective students. These have been free and well supported
- as part of an ongoing review process a new curriculum has been developed to meet future needs for the training and preparation of EHPs and this has been taken up enthusiastically by all of the existing accredited universities plus a number of new universities. Of the new courses, several are at MSc level, further increasing the range and accessibility of the training
- consequent upon the development of the new courses, new routes to qualification have been introduced which include full time, part time and a new distance learning option which again enhances and increases the options and availability of routes into the profession
- a further route leading to Accredited Associate status has been made available for applicants with a relevant degree plus an accredited award from CIEH and a minimum of five years work experience in environmental health. The applicant has to undertake a period of experiential learning and the full professional examinations suite. This route allows access to the profession to suitable candidates without the necessity of taking a further degree
- in conjunction with the new courses, an experiential learning requirement that involves a candidate gaining experience and presenting a portfolio of that experience to CIEH has been developed. There is no prescription regarding the length of time or the location where the training can be sought and both the private and public sectors are brought into the picture by this means. This opens up the private sector access to a far greater extent for the profession and affords greater freedom and flexibility for students in the problem area of practical experience
- new courses have been and are currently being developed at Higher National Diploma level for technical staff that provides access to the environmental health profession for candidates as EHT's. They also provide pathways that feed into the Accredited Associate route to full EHP status thus creating further opportunity for career development. The courses are currently in food hygiene, health and safety enforcement and environmental protection and courses in housing enforcement and public health will shortly follow.
- the number of training locations offering the technical courses has doubled in the last year and now cover the whole country

- extensive efforts have been made to develop the professional profile particularly with the media and this has resulted in the enhancement of public and media awareness of the profession, its value and importance and has led to an increased activity in media contact and exposure, plus higher levels of enquiry regarding careers
- a review of membership has resulted in a restructuring of existing networks, strengthening the links with regions and the inclusion of other health professionals within the environmental health family making access to and involvement in the profession easier and wider

For more information about the CIEH initiatives please email **Nick Bannister** at [nick.banister@cieh.org.uk](mailto:nick.banister@cieh.org.uk).

## 4 TRADING STANDARDS

### EO's supply side initiative

The EO is currently involved in the delivery of a major supply side initiative:

In 2004/05 £800,000 of ODPM Capacity Building Funding was used to promote the provision of practical training placements of EHOs and TSOs within local authorities in England. Match-funding grants of £5,000 per trainee were awarded to applicant local authorities whilst £500 / £1,000 awards were also given to support the provision of work experience placements. A further £200,000 was used to develop two bespoke careers websites ([www.tscareers.org.uk](http://www.tscareers.org.uk) and [www.ehcareers.org](http://www.ehcareers.org)) supported by promotional e-material for use in schools.

A further £800,000 of ODPM Capacity Building Funding has been allocated for 2005/06 to promote further practical training placements and work experience opportunities within local authorities in England.

For further information please contact **Martin Stein** on 0207 296 6676 or [martin.stein@lg-employers.gov.uk](mailto:martin.stein@lg-employers.gov.uk)

### Recruitment initiatives – the Trading Standards Institute (TSI)

TSI has been and continues to be involved in a number of initiatives designed to improve and maintain levels of recruitment of trading standards professionals. The main initiatives are as follows:

- the demise of the 'modernisation fund' provided by the DTI is a great hardship for the profession. This provided funding for student training up to trading standards officer status. It enabled authorities to recruit and train more officers

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- the successful winning of money from the ODPM Capacity Building funding has partially filled the gap. Trading standards departments received £228k of the £800K gained for training placements and shared £65k with environmental health departments for work experience placements
- our careers website at [www.tscareers.org.uk](http://www.tscareers.org.uk) contributes significantly as a resource in its own right but also with content that is signposted to other websites. The website gives career information and information around the different recruitment methods as well as an interactive opportunities section that, once fully live, will match up employers and candidates
- a presentation pack, training and CD companion have also been produced to help authorities to give career information to prospective school leavers and students. Trained regional representatives deliver and disseminate to TSI members
- central to the theme is the route to qualification and a fundamental review of the qualifications is just being finalised. There were unnecessary hurdles for students to enter and progress through the qualifications to qualify as a trading standards officer. These have now been removed with a new suite of qualifications balancing the skills and knowledge required by officers. Part of the qualification also allows for experiential learning to be demonstrated through a professional portfolio, a viva and also final management style dissertation report
- five accredited universities provide honours degree courses that provide the knowledge element of the qualification. Other training organisations are currently undertaking accreditation, and one regional group has achieved accreditation for certain work elements
- recognition is also given to prior achievements either experiential or academic achievements. TSI is looking to attract more universities and accredit other courses that would provide exemption from certain study requirements
- study for the qualification can already be undertaken by a new TSI e-learning management system, TS Desk Companion. This provides case studies, scenarios and courses aimed at both new-to-role and practitioners
- through Department of Trade and Industry (DTI) funding a workforce survey was undertaken in 2001 and 2003. Part of the analysis included reference to local initiatives to attract staff and case studies
- the Food Standards Agency has agreed to fund some student placements across government departments. This year the number of students eligible is two
- TSI recognises the need for current officers to maintain and develop personally and professionally. Consequently it has developed a Continuous Professional and Personal Development scheme for members and non-members. This stipulates the minimum requirement for participants to retain competencies and charts development. It provides a

structure around training and education that is of benefit to employers and employees alike

- the Institute has embarked upon a review of existing training opportunities and networks. This will encompass all providers in the market as well as look at new competencies needed as the profession rises to new challenges

Undoubtedly there is still a crisis around the recruitment to the profession even with all the above measures. This continually is exacerbated with expanding areas and recognises the value that trading standards professional can provide to local and central government agendas. The creation of the Consumer and Trading Standards Agency is a positive move and should provide the appropriate mechanism to fund the trading standards service and the recruitment to it. There is clearly a lack of financial incentives compared to other similar jobs that may become a barrier for new recruits.

For more information please contact **Ron Gainsford** at [rong@tsi.org.uk](mailto:rong@tsi.org.uk)

## 5 PLANNING

### **ODPM postgraduate bursaries**

Awards are made for Royal Town Planning Institute (RTPI) accredited postgraduate 'fast track' one year planning courses. There are currently 17 universities in the UK that offer such fast track courses and each is allocated a quota of eight awards to distribute.

The scheme, which is administered by The Economic and Social Science Research Council (ESRC), is set to run initially for two years – 2004/05 and 2005/06. Each individual award comprises a payment of £3,085 to cover student fees and a stipend of £6,000 (£500 per month living costs).

In 2004/05, 139 awards were made and in 2005/06 there are 136 bursaries on offer. This scheme is funded directly from the top slice of the Planning Delivery Grant (PDG) that Government has agreed should support capacity building in the planning system. ODPM have yet to decide whether or not to continue to fund the scheme for two more years (2006/07 and 2007/08) from the PDG awarded during the Government spending review 2004 covering 2005 to 2008. A decision will be taken on this in the near future.

In 2004/05 the following universities obtained bursaries:

Cardiff University  
 Heriot-Watt University  
 London South Bank University  
 Oxford Brookes University  
 Sheffield Hallam University  
 UCE, Birmingham  
 University of Liverpool  
 University of Manchester

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University of Newcastle upon Tyne  
 University of Reading  
 University of Sheffield

Monitoring of the demographic profile of bursary recipients shows 84 per cent in their 20s and approximately 60:40 female to male recipients which will help to re-balance the skew towards the older ages and the gender split in planning departments but could also lead to a longer career in planning and hence a better return on the initial bursary investment. This first intake of bursary students had high classification undergraduate degrees, normally in cognate subjects like geography, from Russell Group Universities.

For the academic year 2005/06 17 Universities, including the original 11, offered bursaries, each being given eight by the ODPM to allocate to applicants. The additional Universities offering the one year full-time fast track RTPI accredited Masters in 2005/06 are:

Leeds Metropolitan  
 Liverpool John Moores  
 Queen's, Belfast  
 University College, London  
 West of England  
 Westminster

For further information please contact **Eamon Mythen** at the ODPM [Eamon.Mythen@odpm.gsi.gov.uk](mailto:Eamon.Mythen@odpm.gsi.gov.uk)

### **Creation of a distance-learning course in spatial planning**

The ODPM has awarded a contract to the University of West of England at Bristol (UWE) to develop and run the above. This course is being designed to meet the training needs of planning practitioners, such as a continuing professional development option not as an initial qualification in planning. It was available from the first term of the academic year 2005/06 and will deliver additional knowledge and skills to existing planning practitioners so that they are better equipped to practice spatial planning and positively contribute to the 'Creating Sustainable Communities' agenda.

This course demonstrates Government's support for the recommendations of the RTPI's Education Commission Report to promote and reinforce lifetime learning and continuing professional development for planners.

For more information please contact **Janet Askew**, Senior Lecturer, UWE at [janet.askew@uwe.ac.uk](mailto:janet.askew@uwe.ac.uk).

### **The Planning Advisory Service**

The Planning Advisory Service (PAS), funded by the ODPM, was launched at the end of 2004. One of its purposes is to support local authorities in England through this period of substantial change in order to create a more efficient planning service.

PAS aims are to:

- support all local planning authorities in continuous improvement with adoption of good practice in both plan making and development control
- provide tailored services to assist under-performing authorities in the development and implementation of improvement plans
- promote a culture of change, learning and improvement among local planning authorities
- offer direct support to individual authorities to deliver key Government objectives such as large scale housing developments and regeneration projects

(See [www.idea.gov.uk/pas](http://www.idea.gov.uk/pas) for more information)

PAS will provide a forum for collaborative working and the dissemination of good practice and be a focus for the culture change in planning desired by the Government. Although PAS has no formal remit for tackling recruitment and retention issues they are uniquely placed to make the links between service requirements on skills and recruitment to the improvement agenda.

### **RTPI planning education**

A draft policy statement was issued by the RTPI in 2003 on initial planning education and was a response to the recommendations made by the Education Commission Review (RTPI 2003). Changes are proposed to existing planning education with indicative learning outcomes identified which should form the basis of content and structure planning education programmes. The importance of a stronger partnership is stressed between the main stakeholders of planning schools, the RTPI and the wider community. Reaching out to secondary schools is also taking place with the RTPI document; Education for sustainable development: a manual for schools (RTPI 2004). This document was distributed to all schools in mid 2004 and provides resource material for teaching staff and highlights planning as a career option, listing accredited university planning schools.

The RTPI is introducing these changes over the period 2003 to 2006. The result will be an Institute that is more inclusive and will reach out to all with an interest and involvement in planning. It was considered that in the past the institute has had too narrow a definition of what it means to be a professional planner. A change had already been made with full membership being gained post-qualification after one year in practice rather than the previous two years requirement. For technical and administrative staff working in planning departments an association has been in existence for some time and also opportunities for technical membership (TechRTPI). There is evidence that in the past the promotion of these options was not sufficiently publicised.

### **Planning Executives Association (PEA)**

PEA was formed in 1991 by the RTPI specifically for support staff working in planning. Membership takes two forms: technical membership or associate membership. Technical membership was introduced in 1995 and was available for those with a certain level of experience and academic achievement. These TechRTPI automatically became members of PEA. Associate membership is divided into three groups: planning administrators, enforcement officers and technicians. The PEA Committee has direct links with the RTPI committees and panels and through them to RTPI Council. The PEA is open to all planning support staff.

The aims of PEA are to:

- secure proper recognition of the knowledge and skills of planning support staff
- help develop better training provision
- provide guidance and information
- give support staff the chance to join a professional network
- be the members' voice within the RTPI

The existence of this association means that official recognition can be given to administrative and technical staff. However it also should provide a progression route through to professional membership of the RTPI. Providing clarity in a hierarchical career pathway could encourage lifelong learning opportunities at a time to suit individual requirements.

### **East of England – local authority lead region for tackling planner shortages**

East of England Regional Assembly (EERA) is the regional planning body for the East of England. A key area of regional planning work for EERA is the preparation of regional planning guidance for the East of England (broad guidance on the future development of the region, including housing and transportation issues) including a regional transport strategy.

EERA is also the registered employers' organisation for local authorities within the region and in that role has accessed the ODPM/Local Government Association (LGA) Capacity Building fund and worked with the national Employers' Organisation (EO) to help address the shortage of planners within the region.

It was agreed nationally among the regional employer bodies for local government in early 2005 that EERA would lead on developing solutions to tackle planner shortages in 2005-6.

### **EERA/EO/Local Authority Seminar, Shortage of Planners, April 2005**

To encourage discourse on the subject of shortages, EERA and the EO arranged a seminar in Cambridge. The proceedings are available at [www.eera.gov.uk](http://www.eera.gov.uk) under Meetings and Events. The action update below reflects the position as at October 2005.

Local government workforce profile and its top ten skills shortage areas 2005 – national initiatives

## Action Update:

- research – a survey was circulated to all authorities in the region to assess the number of expected vacancies and support for potential action in November 2004. The results are available on the EERA website and helped to inform the focus of future action
- packs for schools – work is underway through the regional branch of the RTPI. EERA have made contact with the relevant person and will be accessing funding to publish and distribute teaching materials. The pack links into the national curriculum at various points
- promote local government and planning as a career in schools/colleges – a number of authorities are proactive in this respect. EERA intends to collect information from them that can be shared. EERA is also working with the EO on this issue and are due to hold a “Careers in Local Government” day for Careers Teachers and advisers in January 2006. The EO helped EERA to put an advertisement for planning in local government into the annual careers brochure for planning. A member of the planning team at EERA took part in a consultation day with sixth formers run by the Construction Industry Training Board to help students understand what the planning profession is about
- Anglia Ruskin University , the only accredited planning school in the East of England, with the help of ODPM funding, now provides an accredited MSc in Town Planning in the region. The course started in September 2005 with 20 delegates from local authorities. It was oversubscribed and there is a waiting list for 2006. EERA are also in negotiation about funding for a foundation degree and the development of short courses to address specialised areas. Further research is being done in conjunction with the EO to find out more about authorities requirements in this area
- use of Technology to improve access to Anglia Ruskin University courses – discussions are ongoing and course materials are being drafted with a view to alternative methods of delivery
- softer skills training – EERA already provide training in negotiation, mediation and project management (which were identified as skills shortage areas in the regional research). Discussions need to take place to see if these need to be specifically tailored to planners
- Skills Pathway development programme – a meeting was held with representatives from Hertfordshire authorities working in partnership to do some pilot work on implementing a skills pathway. This is covered in more detail below
- direct contact with universities offering the fast track scheme to attract planning graduates into local government – as these universities are all in other regions at present (we hope APU will be included in future) we are working with the EO to make a co-ordinated approach
- mentoring scheme for new entrants/junior staff – we advertised for volunteers for regional training in mentoring for planners. Take up was limited and we will need do more on this next year
- we are continuing to collect case studies of good practice and these will be added to our website ([www.eera.gov.uk](http://www.eera.gov.uk)) as they become available

For more information please contact **Lucy Ashwell** at [lucy.ashwell@eera.gov.uk](mailto:lucy.ashwell@eera.gov.uk)

### **Building a skills pathway for planning staff – EO ODPM Capacity Fund Project**

The EO has been funded to support the development of skills and career pathways in key skill shortage areas in local government. One of these key areas was identified as town planning. The project has been working with EERA (see previous entry).

With the current shortages in the numbers of planning staff and the overall decline in those studying to become planners more attention has been focussed on other staff who assist in the delivery of a planning service to local communities. The opportunities for training of these planning support staff are now receiving a higher profile.

A skills pathway with a coherent progression route through the different levels would give individuals a method of attaining increasingly higher qualifications, depending on personal ambition, aspirations and ability. Employers could link job posts associated with the different qualifications with greater clarity.

#### **Steps on the Skills Pathway**

The first step on the planning qualifications ladder might be to promote the Modern Apprenticeship scheme. Apprenticeships provide work-based learning for young people to achieve qualifications at NVQ Level 2 and Level 3. They are a key rung in the vocational ladder that enables young people to progress from GCSEs towards their chosen profession. Currently there has been little support for this approach as a method to recruiting into planning, given that some of these individuals have been unsuccessful in the school system. To introduce this scheme would appear at this stage to require a change in the culture within planning departments. That is not to say with more knowledge of the scheme it might not be possible in the future but currently it is unlikely to contribute to the shortfall in planning staff.

Training at NVQ level 3 can be seen as a stepping-stone to other training and qualifications. Through the PEA Newsletter, details of NVQ level 3 training is identified for technical and administrative training opportunities. The publicity for this qualification has not been easily accessible. The RTPI are considering how best to promote information about this qualification and also eligibility to RTPI technical membership. This qualification could form the basis of full membership at a later stage after additional education and training.

A new opportunity may exist through the creation of a foundation degree in planning, which would allow work experience to contribute in a structured way to the study programme. This vocationally-focused qualification would produce more people qualified at NVQ level 4, higher technician level, and could provide

a stepping stone to honours degree level, and a progression route to RTPI membership.

In 2003, the Government published White Paper on The Future of Higher Education (DfES, 2003). This is now being introduced bringing in changes to the student finance system and plans to make higher education more accessible. The Government are still committed to a target of 50 per cent of those aged 18-30 into higher education, and much of the increase expected to come from foundation degree students. EERA has begun discussions with the East of England Regional Development Agency and APU in the hope of developing a foundation degree in planning over the forthcoming year.

### **A planning career pathway grid**

The creation of a career progression and education qualification pathway could give more coherence to the staff structure of planning departments. A suggested planning career pathway has been prepared by a group of officers from planning departments and human resources (HR) in Hertfordshire authorities in conjunction with EERA and discussed with Unison in the eastern region. This outlines the job role and primary tasks at each stage with the associated level of education attainment required. The advantage of such an approach is the transparency of a career progression structure giving existing staff opportunities to update and upskill their knowledge base and expertise.

The skills pathways project aims to support the development of a progression scheme for planners building on this grid working with Herefordshire county and district local authorities in 2005/06.

### **PaTH (Positive action Training Highway) national**

An initiative to encourage more minority ethnic populations is being tackled by PaTH (Positive action Training Highway) national and the ODPM working together to increase the numbers of Black and Minority Ethnic (BME) in the planning professions. The programme is sponsored by the Planning Inspectorate (PINS), ODPM and the RTPI. This activity is conducted under the title of Tomorrow's Planners with a positive action training programme delivered under section 37 of the Race Relations Act 1976 (Amendment 2000) which applies where BME are under-represented. The programme is scheduled to run from 2003 to 2013.

In its initial stages the project has focussed only on graduates. Through the awarding of three-year traineeships, BME are placed with a host organisation, usually local government, and undertake a postgraduate planning course in order to gain membership of the RTPI. The cost to the host is between £12,000 and £15,000, which is tax free and carries no National Insurance costs. This would be the cost of a junior member of staff in a planning department. PaTH takes on the administration and mentoring role. The additional costs to the host are £3,000 p.a. management costs to PaTH and the course fees of the postgraduate course as well as any additional advantage in BME representation in the organisation. The advantage to the host is they gain an employee for three years at a reasonable cost.

In 2004, the number of traineeships was 34 it is hoped over the 10 year life of the programme that 500 people from BME groups will be brought into the planning profession.

At this early stage, the areas where the project has been most successful are Greater London, the Bristol area, the West Midlands, North West and Yorkshire but it is hoped that there will be a greater geographical spread as the project becomes better known. It might be expected that areas with higher proportions of BME would be attracted at an early stage to become involved in the traineeship scheme. As a requirement is to engage in further study to gain professional recognition, an additional factor to be considered is the availability of an accessible part-time postgraduate RTPI accredited programme of study. The universities so far involved in the scheme are Westminster, UWE, UCE and South Bank.

The willingness of local employers to get involved is likely to depend on whether vacancies exist, and whether an applicant's preferences match the available opportunities.

### **Academy for Sustainable Communities (ASC)**

ASC is funded by ODPM. It opened in April 2005. The goal of ASC is to ensure that there are sufficient people with the right skills and knowledge to deliver and maintain sustainable communities across the country. The national centre will drive forward a new integrated approach to skills development within this area. Central to ASC is the development and increase of generic skills in the core jobs required to deliver the sustainable communities agenda. These include all those working in the built environment, which of course includes planners.

The ASC interim project team is working on a programme schedule of activities for this year. For more information see [www.ascskills.org.uk](http://www.ascskills.org.uk)

## **6 BUILDING CONTROL OFFICERS**

We are not aware of any national initiatives to help authorities to tackle this occupational area but the EO is supporting the development of a skills pathway for building control officers at a regional level.

### **Skills Pathways West Yorkshire Partnership in Building Control**

This project is a partnership between Leeds City Council, Bradford City Council, Wakefield Council, Calderdale Council and Kirklees Council. The project is developing a sub-regional approach to a "grow your own scheme" that is based on a clearly defined skills pathway for building control. The focus is on a four-year progression scheme starting with apprentices.

For more information contact **Rebecca Jones** at Kirklees MBC on [rebecca.jones@kirklees.gov.uk](mailto:rebecca.jones@kirklees.gov.uk)

## 7 EDUCATIONAL PSYCHOLOGISTS

### The EO Educational Psychology Grant Scheme

The Employers' Organisation for local government (EO) runs the clearing house and grant scheme for the training of educational psychologists for local government within England and Wales. The grants are funded by revenue support grant top slice. In 2005/06 the fund amounts to £4.6 million.

Thirteen course centres deliver the Masters (for which students are eligible for the grant) training across England and Wales.

The Entry criteria are:

- good psychology degree that gives eligibility for the graduate basis for registration of the British Psychological Society
- DfES approved teaching certificate (PGCE or equivalent)
- two years qualified teaching experience (0-19 years)

The 130 trainees commencing training in September 2005 will be the last trainees on the Masters' courses. From September 2006, Doctorate courses will be introduced.

The LGA's Children and Young People Board has recommended that RSG top slice funding be maintained for the September 2006 intake only of doctoral trainees. This recommendation will be presented to the Resources Panel in September. Doctoral trainees will be in full time training in year 1 and working as assistant educational psychologists in local education authorities in years 2 and 3. Proposed funding will cover all costs of year 1 and course centre fees in years 2 and 3. Entry requirements for the doctoral training are still under discussion but likely to be a psychology degree plus two years experience of working with children.

For further information about this initiative please contact **Jackie Wood** on [Jackie.wood@lg-employers.gov.uk](mailto:Jackie.wood@lg-employers.gov.uk)

## 8 TEACHING (SCHOOLS)

### Training bursaries

Training bursaries available from the Teacher Development Agency (TDA) encourage recruitment into Initial Teacher Training (ITT) courses via postgraduate routes. It is not a loan and is tax-free for full time postgraduate students.

All eligible courses must lead to Qualified Teacher Status (QTS), be at postgraduate level and be provided by an accredited institution in England. Courses may be full or part time and include School Centred Initial Teacher Training courses. Trainees on the Graduate Teacher Programme (GTP) or Registered Teacher Programme (RTP) are not eligible.

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The following table gives an overview of bursary amounts. However, the TTA has recently reviewed financial incentives for recruitment into teacher training and recommendations have been made for changes to bursary amounts from September 2006. Hence the table also shows future bursary levels.

<b>Course/subject area</b>	<b>Current bursary payment (September 2005)</b>	<b>Bursary from September 2006</b>
Maths and science	£7,000	£9,000
Secondary shortage subjects (modern languages, design and technology (D&T), information and communications technology (ICT), English, drama, religious education (RE) and music)	£6,000	£9,000
Secondary non-shortage subjects and primary	£6,000	£6,000

### **Secondary Shortage Subject Scheme (SSSS)**

The SSSS enables ITT providers to make payments to relieve financial hardship for those training to teach shortage subjects. The scheme is open to postgraduate and undergraduate students on ITT courses leading to QTS in the relevant shortage areas (see above – secondary shortage subjects).

The SSSS is a means tested hardship fund. The ITT provider assesses individuals' eligibility. Students may be awarded up to £6,000 in extreme cases and priority is given to those students not in receipt of the training bursary, such as undergraduates.

As part of the TDA's review of financial incentives for teacher training recruitment, it has been decided to discontinue the SSSS from September 2006. New arrangements for those currently receiving support who will be continuing their studies beyond 2006 will be announced soon.

### **Golden Hellos**

This initiative was introduced to increase the number of trainees achieving QTS and finding employment in the shortage subjects. Payment is made through salaries after a successful induction period – normally a year. The payment is taxable and is not available to those who gained QTS via the GTP or RTP.

The following table gives an overview of golden hello amounts. However, as a result of the TDA's review of financial incentives for recruitment into teaching, recommendations have been made for changes to golden hello amounts from September 2006. Hence the table also shows future golden hello levels.

<b>Subject area</b>	<b>Current golden hello payment (September 2005)</b>	<b>Golden hello payment from September 2006</b>
Maths and science	£5,000	£5,000
Secondary shortage subjects (as above)	£4,000 (currently excludes RE and music)	£2,500

### **Payment of fees**

From 2006-07, all trainees on postgraduate certificate in education (PGCE) courses will be required to pay variable fees. However, all PGCE students will be eligible for a £1,200 non-means tested grant from DfES to help pay for fees.

### **Graduate Teacher Programme (GTP)**

The GTP is a one-year programme offering graduates the opportunity to train as a teacher and gain QTS while employed in a school. The school pays a salary at the rate for an unqualified teacher (£13,938-22,041 or £17,529-£25,629 for inner London). The TTA pays a grant of up to £13,000 towards the employment cost and £4,000 to cover training costs.

### **Registered Teacher Programme (RTP)**

The RTP is normally a two-year programme, offering candidates who have completed two years of higher education (or equivalent) to train as a teacher and gain QTS while employed in a school. The school pays the salary at a rate for either a qualified or unqualified teacher and the TDA pays a grant of up to £4,000 to cover training costs.

### **Fast track teaching**

The Fast Track Teacher Programme is a leadership development programme providing professional development opportunities and coaching to help teachers reach leadership positions more quickly. Although the programme originally offered ITT places to teacher trainees, those joining the programme after 2005 must already be fully qualified teachers holding QTS. The financial incentives for the programme are currently being reviewed.

### **Overseas Trained Teachers Programme (OTTP)**

The OTTP runs for a maximum of a year and offers teachers trained overseas the opportunity to gain QTS while working as a teacher. The school pays the salary at a rate for either a qualified or unqualified teacher.

(NB: Overseas trained teachers who qualified in the EU, EEA or Switzerland may already be eligible for QTS under mutual recognition.)

### **Teacher training recruitment and retention initiatives in Wales**

- a **training grant** of £6,000 is available to students on PGCE courses in Wales leading to QTS
- a further **teaching grant** of £4,000 is available to those who received a training grant and completed a course in a priority subject: maths, modern

languages, science, technology, English, drama and Welsh. They must complete a successful induction period of three full terms in a relevant teaching post

- a **Welsh language incentive** payment of £1,200 is available to some students who undertake secondary ITT through the medium of Welsh, but who need additional assistance to raise their confidence and competence in the Welsh language
- in addition to the standard Welsh Assembly learning grant available to all Welsh-domiciled students on undergraduate courses, a further **placement grant** is available to all secondary undergraduate ITT students to support the period of school experience required by each trainee. Those on priority subject courses receive £1,000; others receive £600

**Further information can be obtained from the following sources:**

- Teacher Development Agency [www.tda.gov.uk](http://www.tda.gov.uk)
- Fast Track Teaching [www.fasttrackteaching.gov.uk](http://www.fasttrackteaching.gov.uk)
- Graduate and Registered Teacher Programme advice line 01245 454444
- Teaching information line 0845 6000991 (992 for Welsh speakers)
- Information on teaching in Wales [teachingenquiries@wales.gsi.gov.uk](mailto:teachingenquiries@wales.gsi.gov.uk)
- Learning Wales [www.learningwales.gov.uk](http://www.learningwales.gov.uk)

## **9 LIBRARIANS (PROFESSIONALS)**

We are not aware of any national initiatives that are in place or being planned to help authorities cope with the shortage of this occupational group.

## **10 LEGAL (PROFESSIONALS)**

We are not aware of any national initiatives that are in place or being planned to help authorities cope with the shortage of this occupational group.

## **GENERAL RECRUITMENT AND RETENTION INITIATIVES – EMPLOYERS’ ORGANISATION FOR LOCAL GOVERNMENT**

The EO provides a number of R&R specific initiatives in support of the Pay and Workforce Strategy for local government (PWS), and in particular of Theme 3, such as ‘Resourcing Local Government’. This section begins with a brief introduction to the PWS and then moves onto a short entry for each of the recruitment and retention initiatives.

### **Pay and Workforce Strategy for local government**

The strategy provides a framework and support to help councils with the organisational transformation and workforce reforms required to deliver improved services, greater efficiencies and better customer focus in front-line

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services. Helping councils to improve performance, services and efficiency is a key aim of the PWS, developed by the ODPM and the Employers' Organisation (EO) on behalf of the Local Government Authority (LGA). The priority for 2005/06 is to encourage all authorities to embrace the challenge of organisational transformation. The strategy calls on authorities to focus on organisational development and workforce planning to enhance people management. ODPM, EO, regional employer organisations and other partners, including trades unions, are co-ordinating activities at local, regional and national level to develop the visionary leadership, organisational flexibility and people capacity needed in the local government sector.

[http://www.lg-employers.gov.uk/pay\\_and\\_workforce/index.html](http://www.lg-employers.gov.uk/pay_and_workforce/index.html)

### **Regional Skills and Capacity Advisors (RSCAs)**

Based in each of the English regions and Wales the RSCAs work in partnership with the regional employers' organisations offering direct support to local authorities. Their main focus is to highlight the people aspect of organisational design and to use workforce-planning techniques to enable authorities to address their future service delivery aspirations.

For further information contact **Jonathan Trubshaw** on [jonathan.trubshaw@lg-employers.gov.uk](mailto:jonathan.trubshaw@lg-employers.gov.uk)

### **Local government careers website - [www.LGcareers.com](http://www.LGcareers.com)**

This EO-provided website promotes local government as an employer of choice and hosts a wealth of careers information for anyone wanting to find out more about working for their local council. As well as over 200 individual career profiles, the site also offers general local government information, job application and interview advice, 'day in the life' diaries, interviews with local government employees and individual promotional pages for each council.

For further information contact Liz Copeland on [liz.Copeland@lg-employers.gov.uk](mailto:liz.Copeland@lg-employers.gov.uk).

### **Local government careers materials**

The EO provides a range of free materials promoting local government careers including:

- **local government careers brochure** offering a general overview of local government and the wide variety of careers on offer within the sector; profiles from several local government employees about their work with the council; 'focus on' sections with more detail about skills shortage career areas; and information about where to look for jobs
- **10 skills shortage flyers** providing information on careers in social work, occupational therapy, social care, traffic and transportation, planning, trading standards, environmental health, library and information, building control and legal work

- **Futureville CD ROM** offering an interactive community on CD ROM that promotes local government careers to 12-16 year olds and includes features such as an animated townscape and characters, videos, frequently asked questions, a multiple choice quiz and a skills match facility
- **promotional materials** such as pens and post-it notes to give out at careers fairs, which promote our careers and jobs websites
- **downloadable PowerPoint careers presentation** providing a basic generic careers presentation framework promoting local government as an employer and including notes and suggestions for authorities to customise and adapt it to suit their own needs

For further information contact Liz Copeland on [liz.Copeland@lg-employers.gov.uk](mailto:liz.Copeland@lg-employers.gov.uk).

#### **Local government jobs website - [www.LGjobs.com](http://www.LGjobs.com)**

This official recruitment website for local government is run through a long-standing and successful partnership between the EO and Jobsgopublic, a private company that specialises in e-recruitment solutions. LGjobs.com is the market leader for local government jobs advertised on the web. It lists thousands of jobs every week for over 200 councils throughout the UK. A jobs-by-email facility provides visitors with instant updates whenever a suitable job is put on the site. Comprehensive searches by region, occupational group and salary band allow access to targeted vacancy information. Candidates can view employer brochure pages and download application forms, job descriptions and further details. Applications can also be made electronically. Every month nearly 100,000 jobseekers visit the site, viewing nearly 1million pages.

For further information contact Liz Copeland on [liz.Copeland@lg-employers.gov.uk](mailto:liz.Copeland@lg-employers.gov.uk)

#### **Local government careers information events for careers professionals**

The Local Government – Future Recruitment events were designed to provide an information update for careers/personal advisers and guidance workers on current employment trends within local government, so that they could better inform their clients. The events cover occupational and skills shortage areas, career paths and future recruitment needs, as well as including views from young people currently working in local government. The events also provide information about free resources available from the EO to promote local government careers. The events give delegates an opportunity to network with each other and to share their views about the image of local government as an employer.

For further information contact Liz Copeland on [liz.Copeland@lg-employers.gov.uk](mailto:liz.Copeland@lg-employers.gov.uk)

### **Public Sector Jobs Week (PSJW)**

The EO is involved in Public Sector Jobs Week, an annual initiative delivered in partnership by SOCPD, EO and the NHS Employers' Organisation. In 2006 PSJW will run from 23<sup>rd</sup>-26<sup>th</sup> January.

The initiative aims to:

- promote the variety of interesting and exciting career opportunities that exist in the public sector and the excellent work done by public sector workers
- dispel myths about working in the public sector
- provide the media and public sector employers with a focal point to promote job opportunities

The first Public Sector Jobs Week initiative in February 2005 succeeded in gaining wide editorial coverage in both the national and local press and on a variety of jobs and careers websites. There was also an increase in recruitment advertising to coincide with the week and a successful seminar was held in London to mark the event.

For further information contact **Martin Stein** on [martin.stein@lg-employers.gov.uk](mailto:martin.stein@lg-employers.gov.uk).

### **DH recruitment campaign**

In 2005, the EO supported a Department of Health (DH) national campaign to recruit social workers via links to its [www.LGcareers.com](http://www.LGcareers.com) website and postings of local contacts and initiatives.

For further information contact **Kathryn Kelly** on [Kathryn.Kelly@lg-employers.gov.uk](mailto:Kathryn.Kelly@lg-employers.gov.uk)

### **Ethical guidelines on overseas recruitment**

In January 2006, the EO will produce ethical guidelines on overseas recruitment based upon accepted good practice within the NHS.

For further information contact **Kathryn Kelly** on [Kathryn.Kelly@lg-employers.gov.uk](mailto:Kathryn.Kelly@lg-employers.gov.uk)

### **Succession Planning**

Over the last year, the EO has run a national summit and a number of regional seminars/events to promote the use of succession planning in the sector. Papers delivered at these events are available on the EO website – [www.lg-employers.gov.uk](http://www.lg-employers.gov.uk). We have also developed a number of best practice case studies which are also on our website for authorities to download. In January 2006, the EO will produce an HR Risk Assessment model for use by chief executives and senior management teams to examine retention issues amongst key managers.

For further information contact **Kathryn Kelly** on [Kathryn.Kelly@lg-employers.gov.uk](mailto:Kathryn.Kelly@lg-employers.gov.uk)

### **Apprenticeships**

The EO actively supports the use of apprenticeships as a development framework for younger workers. It surveyed apprenticeship take-up in English local authorities in 2001 and 2004. The EO is the owner of the Emergency Fire Services Operations Apprenticeship framework.

For further information contact **Martin Stein** on [martin.stein@lg-employers.gov.uk](mailto:martin.stein@lg-employers.gov.uk).

### **National Graduate Development Programme (NGDP)**

The ngdp is the first ever national programme in the local government sector that attracts and develops high quality graduate managerial talent. The overall aim is to develop the potential of people who have the capability of becoming senior managers and leaders within 10-15 years. It does this through a series of local placements in a 'host' local authority supported by national elements (national training; post-graduate diploma and structured mentoring)

The ngdp has 110 participating authorities, 100 trainees who have completed the programme and 205 currently undertaking the two-year programme. 85 per cent of trainees who have completed the programme have remained in the sector and some are already occupying middle managerial roles in the sector.

The programme is now rated at 33 in the "Times Top 100" Graduate Employers Survey, and nearly 60 per cent of participating authorities have included the ngdp in their long-term HR strategic plans. Significant numbers of local authorities are reporting significant organisational and financial benefits of participation.

More programme details can be found at [www.lg-employers.gov.uk/ngdp](http://www.lg-employers.gov.uk/ngdp)  
The recruitment website for graduates is at [www.ngdp.co.uk](http://www.ngdp.co.uk).

The EO contact for this work is **Malcolm Craig** who can be contacted on [malcolm.craig@lg-employers.gov.uk](mailto:malcolm.craig@lg-employers.gov.uk)

### **The Graduate Opportunities into Local Government Database (GOLD)**

GOLD provides local authorities with free access to applicants that just failed to meet the stringent entry requirements of the ngdp, and who have expressed an interest in being considered for other suitable 'local' vacancies available in the sector.

Applicant details can be searched by degree type, location, and authority preferences and for areas of preferred interest, such as social care, environment, and education.

Details and a registration form can be found at [www.recruit-talent.co.uk/gold](http://www.recruit-talent.co.uk/gold)

For further information contact **Martin Stein** on [martin.stein@lg-employers.gov.uk](mailto:martin.stein@lg-employers.gov.uk).

## **EO SURVEYS – PAY AND WORKFORCE**

### **People Skills Scoreboard**

This is an established annual exercise to collect data on training and workforce development issues, to inform the pay and workforce strategy and to provide authorities with benchmarking data.

For further information contact **Jonathan Evans** on [jonathan.evans@lg-employers.gov.uk](mailto:jonathan.evans@lg-employers.gov.uk) .

### **Recruitment and Retention Survey**

This annual survey gathers information on the incidence of occupational recruitment and retention difficulties in local authorities and informs decisions on initiatives to be taken to tackle the issues, particularly the 'Top 10' skills shortages.

For further information contact **Dan Wilks** on [dan.wilks@lg-employers.gov.uk](mailto:dan.wilks@lg-employers.gov.uk).

### **People Management Survey**

The 2005 survey mapped the main functions and dimensions of the people management function in local authorities, with estimates of total staffing and the activities engaged in.

For further information contact **Ben Hickman** on [ben.hickman@lg-employers.gov.uk](mailto:ben.hickman@lg-employers.gov.uk)

### **Local Government Employment Survey**

Annual count of local authority employment, by male/female, full time/part time and main service area.

For further information contact **Roopal Shah** on [roopal.shah@lg-employers.gov.uk](mailto:roopal.shah@lg-employers.gov.uk)

### **Councillors Census**

Two yearly count of elected members in local government, with breakdown of characteristics, activities and workload.

For further information contact **Jonathan Evans** on [jonathan.evans@lg-employers.gov.uk](mailto:jonathan.evans@lg-employers.gov.uk)

**Single Status Salary Survey**

Annual count of staff in NJC for Local Government Services by salary point; sample survey covers earnings, occupation (selective), gender and ethnicity.

For further information contact **Helen Wilkinson** on [Helen.Wilkinson@lg-employers.gov.uk](mailto:Helen.Wilkinson@lg-employers.gov.uk).

**Teachers Recruitment and Retention Survey**

Gathers detailed data from schools and LEAs on turnover and recruitment of school teachers, including the overall levels, destinations of leavers and origins of starters.

For further information contact **Stephen Richards** on [Stephen.Richards@lg-employers.gov.uk](mailto:Stephen.Richards@lg-employers.gov.uk)

**Social Care Workforce Survey**

Gathers information on employment, recruitment and retention, training and qualifications, pay and benefits of local authority social care staff, and partnership working.

For further information contact **Ben Hickman** on [ben.hickman@lg-employers.gov.uk](mailto:ben.hickman@lg-employers.gov.uk).

**Other EO workforce surveys**

A number of other surveys are conducted regularly to focus on specific service areas containing occupations with significant recruitment and retention difficulties. These cover the numbers and characteristics of staff, recruitment and retention, training and qualifications, pay and benefits and workforce measures.

**Legal Workforce Survey 2005**

No plans to update this survey

For further information contact **Dan Wilks** on [dan.wilks@lg-employers.gov.uk](mailto:dan.wilks@lg-employers.gov.uk)

**Library Workforce Survey 2005**

No plans to update this survey

For further information contact **Dan Wilks** on [dan.wilks@lg-employers.gov.uk](mailto:dan.wilks@lg-employers.gov.uk)

**Occupational Therapy Workforce Survey 2005**

Conducted every two three years as a supplement to the main social care workforce survey

For further information contact Ben Hickman on [ben.hickman@lg-employers.gov.uk](mailto:ben.hickman@lg-employers.gov.uk)

**Trading Standards Workforce Survey 2004**

Conducted every two to three years

For further information contact **David Mellor** on [david.mellor@lg-employers.gov.uk](mailto:david.mellor@lg-employers.gov.uk)

Local government workforce profile and its top ten skills shortage areas 2005 – national initiatives