



# **Asset Skills Research Strategy**

## **2010**



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For more information, or if you would like to provide feedback on this research publication, contact the

Research Department on 01604 233336 or [research@assetskills.org](mailto:research@assetskills.org).

This document is available to download at <http://www.assetskills.org/Research/Research.aspx>

## **1.0 Background<sup>1</sup>**

### **1.1 Asset Skills**

Asset Skills is one of 22 Sector Skills Councils (SSCs) that have been established by the Government to tackle the skills and productivity needs of their sector throughout the UK. SSCs are independent employer-led, UK wide organisations that cover different business sectors of economic or strategic significance.

Asset Skills is responsible for the skills interests of employers in the property, planning, housing, facilities management, cleaning and support services and parking industries.

These industries make a vital contribution to the built environment, both in terms of the management and protection of built assets, but also to the quality of people's lives, and the sustainability and regeneration of communities.

The sector covers private, public, voluntary sector and not-for-profit organisations, all of which are seen as equally important, representing a wide range of activities and forms of businesses, ranging from small organisations including residential and registered social landlords, tenants and sole traders, through to the very large private and public sector organisations.

### **1.2 Vision and Purpose**

The Asset Skills vision is stated clearly in the Business Plan as:

'A skilled workforce competing successfully in a worldwide economy.'

Asset Skills exists to support the growth of the facilities management, cleaning, housing, property, planning, and parking industries, by driving up skills development across the four Home Nations.

The Asset Skills purpose is stated clearly in the Business Plan as:

'To support the growth of the sector by driving skills development.'

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<sup>1</sup> Source: Asset Skills 3 Year Business Plan, 2009

### 1.3 Key Goals

#### 1. To identify the current and future skills needs of employers across the sector.

2. To develop a fit for purpose framework of National Occupational Standards, apprenticeships and qualifications that meet the needs of the employers.
3. To engage with employers and other stakeholders to ensure widespread awareness of the qualification and learning frameworks, and to influence Government agencies to direct funding and policy to maximise the benefit to employers.

The work of the Research and Development Directorate feeds directly into **Key Goal 1 of the Business Plan**.

In order to achieve these three key goals, we have:

- Placed employer engagement at the heart of our work.
- Structured ourselves into three Directorates based on these goals with a central Directorate to service them. The three Directorates are:
  - **Research and Development**
  - Standards and Qualifications
  - Employer Engagement
- Created a focused four Home Nation approach based on national policies and drivers.
- Established, maintained and strengthened our work with stakeholders.

## 1.4 The Asset Skills Footprint

The Asset Skills footprint is defined using a set of Standard Industry Classification (SIC) codes known as SIC 2003, and also using a set of codes known as SIC 2007. The latter is a recent innovation, and most national statistics are not yet available using this coding. Both sets of codes are presented in Table 1 and Table 2.

**Table 1 – Asset Skills SIC codes, 2003**

Sector	SIC Code	Definition of Industry Group
Housing and property	70.11	Development and selling of real estate, own property
	70.12	Buying and selling of own real estate
	70.20	Letting of own property
	70.31	Real estate agencies
Facilities management	70.32	Management of real estate on a fee or contract basis
Cleaning and support services	74.7	Industrial Cleaning
Parking	63.21	Other supporting land transport activities (responsibility for this SIC code is shared with GoSkills)

Source: Office for National Statistics, Standard Industrial Classification, 2003

**Table 2 – Asset Skills SIC codes, 2007**

Sector	SIC Code	Definition of Industry Group
Housing and property	68.1	Buying and selling of own real estate
	68.2	Renting and operating of own or leased real estate
	68.3	Real estate activities on a fee or contract basis
Facilities management	81.1	Combined facilities support activities
Cleaning and support services	81.2	Cleaning activities
Parking	52.21/9	Other service activities incidental to land transportation, n.e.c (responsibility for this SIC code is shared with GoSkills)

Source: Office for National Statistics, Standard Industrial Classification, 2007

### 1.4.1 Complications with SIC Code Definitions

It can be seen from Tables 1 and 2 that the SIC codes do not map directly onto Asset Skills industries.

It should be recognised that, throughout LMI outputs, the information collected and analysed from national surveys does not reflect the whole Asset Skills sector, this is clearly stated throughout all research documents alerting the reader to these issues.

- The **facilities management** sector is currently difficult to quantify due to the lack of data under a specific SIC code.
- Asset Skills, working with partners, has successfully lobbied with the Office for National Statistics (ONS) and a new code (81.1) has been developed. Data will be available under this specific code from December 2010.
- For the purposes of this report the current 70.32 SIC code will be used as a proxy for the facilities management industry.
- Furthermore, under SIC 2003 data for the **housing and property** sector is aggregated. Therefore caution should be exercised when interpreting these figures.
- It should also be noted that there is no specific SIC code for **parking**, although SIC code 63.21 ('other supporting land transport activities') does include elements of the industry. Responsibility for this SIC code is shared jointly with GoSkills, the SSC for passenger transport.

These SIC codes are quite narrow, and for this reason Asset Skills include areas or occupations that fall outside of these industries. The remit of Asset Skills extends beyond the SIC codes listed to encompass approximately 1.4 million employees, many of whom work in the public sector. For example:

- It is estimated that there are some 2.3 million people working in the public sector (these are not included in SIC 70 or 74.7). These include cleaners, housing staff and facilities managers who are employed in the public sector.
- Private residential landlords are estimated to number in the region of 500,000 and these are not captured by the 2003 SIC classification scheme.

## 2.0 Document Purpose

This document defines the Research Strategy for Asset Skills 2010. The paper outlines ways of working and identifies best practice principles that will govern activities undertaken by the research team. Specifically, to:

- Outline what research activities the team believe are necessary to fulfil the SSC research and LMI agenda. Including, a detailed overview of all key projects scheduled to be undertaken by the research team in 2010.
- Define research and LMI outputs and the resources necessary to fulfil this agenda.
- Identify the skills which are needed to fulfil the Asset Skills research agenda.
- Identify the most appropriate way to disseminate research outputs to our diverse range of audiences.

This document is fluid and will be subject to change, allowing the research team to remain proactive in meeting the requirements of the organisation and its stakeholders.

The research strategy is formally updated annually.

## 2.1 Document Inputs

There were several inputs that have been utilised in preparing the 2010 Research Strategy; these are presented in Figure 1:

**Figure 1: Research Strategy 2010 Inputs**



Notes: \*See Appendix 1 for summary of Home Nation Government aims and priorities

## 2.2 Assumptions and Ways of Working

Research findings will be disseminated in a format that is clear and understandable for employers and other relevant audiences as outlined in the Research Communication Strategy.

We will continue to:

- Work with other SSCs
- Maintain links with partners' research teams
- Work with Governments and their Agencies
- Contribute to National Research databases
- Influence supply-side policy and investment

### **3.0 Research Function**

Asset Skills has high ambitions for its Research and LMI. We continually strive for the highest nationally and internationally recognised quality in our research and LMI.

At all times we consult with stakeholders and partners to develop consolidated views and consistent approaches.

We believe in the notion of research as a collaborative venture involving the core research team, Asset Skills staff, stakeholders, employers and partners.

We develop and disseminate research in forms which are appropriate for the audience and welcome feedback upon which we act to improve the research facility we offer.

#### **3.1 Purpose**

We see the purpose of research as providing critical LMI upon which our internal and external stakeholders can make informed decisions that impact on the skills agenda for our sector.

We subscribe to and support the Common LMI Framework for Sector Skills Councils and afford this a central position within our strategy.

### **3.2 Ambitions**

The stated ambitions of the Asset Skills research function are as follows:

- To provide an outstanding research and LMI service to all stakeholders.
- To be recognised as outstanding in the development of LMI and research amongst the community of SSCs, our stakeholders (internal and external), other research professionals, and with the UK Commission for Employment and Skills.
- To ensure research and LMI is at all times: relevant; accurate and well-written.
- To ensure the appropriate LMI coverage to all nations, sub-sectors and regions that are to a degree of detail which is appropriate to their needs.
- To create and disseminate LMI in a variety of forms which meet the needs of individual stakeholders.

### **3.3 Best Practice Principles**

The research team will ensure that:

- Research is strategy led.
- Strong inter-departmental links with Asset Skills teams for the purposes of research and dissemination of findings are maintained and continually enhanced.
- Research is responsive to the demands of internal and external stakeholders.
- All outputs from the research team are delivered to an exceptional standard, ensuring due rigour and statistical robustness are always applied.

### 3.4 Research Function SWOT Analysis

A SWOT Analysis of the Asset Skills Research function was undertaken in 2009 as part of the Three Year Business Plan for Relicensing Submission; this analysis has been adapted slightly and reproduced in Table 3.

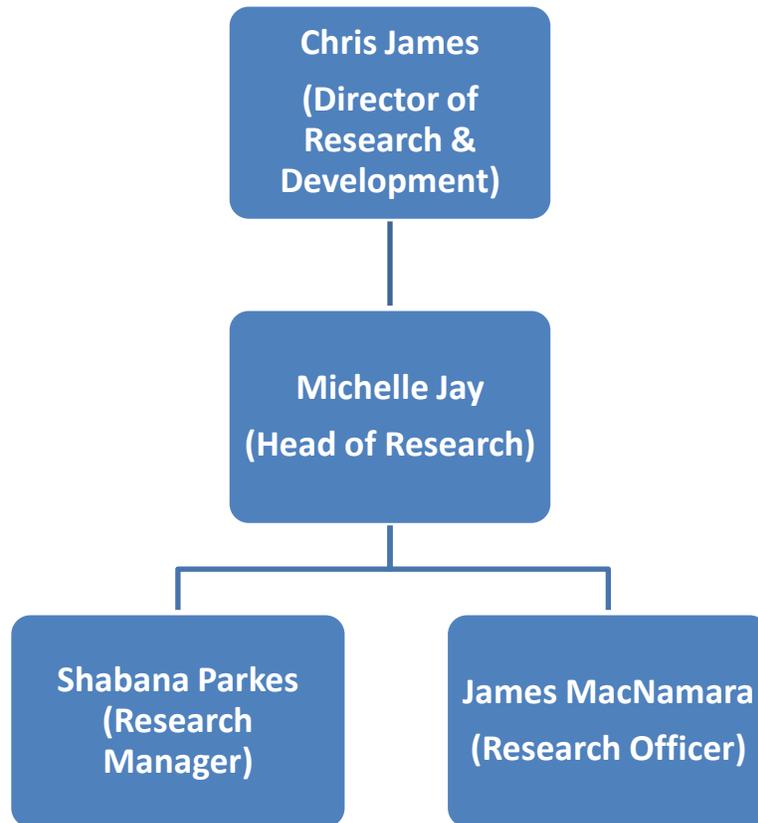
The results of the SWOT analysis presented in Table 3 form the foundations for the subsequent research strategy outlined in this paper

**Table 3 - Research Function SWOT Analysis**

<p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>- Asset Skills has historically had a strong research team, which gained exemplar status on two stages of the Sector Skills Agreement development.</li> <li>- Research is strategy-led.</li> <li>- Clear and established lines of communication with industry and nation Boards for promoting and supporting the research agenda.</li> <li>- Strong inter-departmental links with Asset Skills' teams for the purpose of research and dissemination of findings.</li> <li>- Research is responsive to demands of internal and external stakeholders.</li> </ul>	<p><b><u>Weaknesses (Challenges):</u></b></p> <ul style="list-style-type: none"> <li>- Research activity and outputs are limited by the resources available.</li> <li>- Ensuring research outputs are appropriate to audiences.</li> <li>- Survey fatigue by employers (respondents) resulting in reduced sample sizes in some cases.</li> <li>- SIC / SOC code dichotomy, which hinders accurate data capture.</li> <li>- Addressing the differing needs of different customers for research, e.g. employers, stakeholders, careers guidance.</li> <li>- Lack of common research parameters among SSCs.</li> </ul>
<p><b><u>Opportunities:</u></b></p> <ul style="list-style-type: none"> <li>- To seek new and innovative ways of progressing and widening the research offer by bidding successfully for research based projects and contracts.</li> <li>- To establish clear relationships between skills and productivity for Asset Skills industries.</li> <li>- To expand and extend the Skills Barometer in all Home Nations.</li> <li>- To work with the Alliance of SSCs and UKCES to establish common research parameters, share good practice and achieve economies of scale through joint working.</li> <li>- To use further and develop existing Asset Skills staff teams in the pursuit of research and to act as a conduit for the dissemination of findings.</li> </ul>	<p><b><u>Threats:</u></b></p> <ul style="list-style-type: none"> <li>- Employer expectations of research not met – perceived failure to meet needs.</li> <li>- Failure to embrace a sufficiently wide and representative sample of employers in the Asset Skills footprint and in each nation.</li> <li>- Survey fatigue with employers and stakeholders, leading to failure to respond to requests for information and feedback.</li> <li>- Failure to communicate research outputs in a manner which is timely, accessible, sufficient and relevant to the audience.</li> <li>- Less rigorous and robust industry research by other stakeholders competes with SSC research for validity.</li> <li>- Competition with other Government research organisations for employer voice.</li> </ul>

*Source: Adapted from - Asset Skills 3 Year Business Plan for Relicensing Submission, 2009*

### 3.5 Research Team Structure



Each member of the research team has clear roles and responsibilities as outlined in their role profiles.

In addition to their general roles and responsibilities each team member has been assigned a sector and nation for which they have personal responsibility. This ensures that the research team has a sector / nation expert and this expertise is continually enhanced.

**Table 4: Research Team Sector and National Experts**

Team Member	Sub-sector Responsibility	National Responsibility
Michelle Jay	<ul style="list-style-type: none"><li>• All sectors</li><li>• Exclusive responsibility for housing</li></ul>	<ul style="list-style-type: none"><li>• All nations</li><li>• Exclusive responsibility for Scotland</li></ul>
Shabana Parkes	<ul style="list-style-type: none"><li>• Property</li></ul>	<ul style="list-style-type: none"><li>• Wales</li><li>• Northern Ireland</li></ul>
James MacNamara	<ul style="list-style-type: none"><li>• Cleaning</li><li>• Facilities management</li></ul>	<ul style="list-style-type: none"><li>• England</li></ul>

However, there is a need to ensure that all team members are well equipped to answer any research questions / deliver ad hoc requests outside of their area of expertise should the need arise. There are several steps that have been put in place to ensure that this is achievable.

- Regular team meetings are held to ensure that all team members are aware of current workflow, potential risks, new learning and best practice.
- Peer review is used as one of the key methods of quality control for all research outputs; this ensures all team members are exposed to outputs outside their primary expertise.
- A clear audit trail is maintained for all research reports and data analysis, with all data sets, verbatims and research evidence clearly sourced.

### **3.6 Research Staff**

We believe that our research staff are a vital resource, and recruit at the highest level we are able, to strengthen and consolidate the research team.

We acknowledge a wider research team within the Asset Skills staff structure who contribute to the research agenda according to their job roles and abilities. Further, we acknowledge a research community among stakeholders who support and contribute to the Asset Skills research agenda according to their resources.

### **3.7 Technical Development**

Since research is highly technical in nature it is imperative that skills development is continually monitored, gaps identified and training needs addressed.

As such Performance Development Reviews are held at six-monthly intervals, where we review and appraise performance of research staff to support and develop their competencies. Each member of staff has an individual development plan arising from performance appraisal.

In addition to formal off-site training, informal on-the-job training and skill sharing is encouraged between team members.

## 4.0 Stakeholder Map

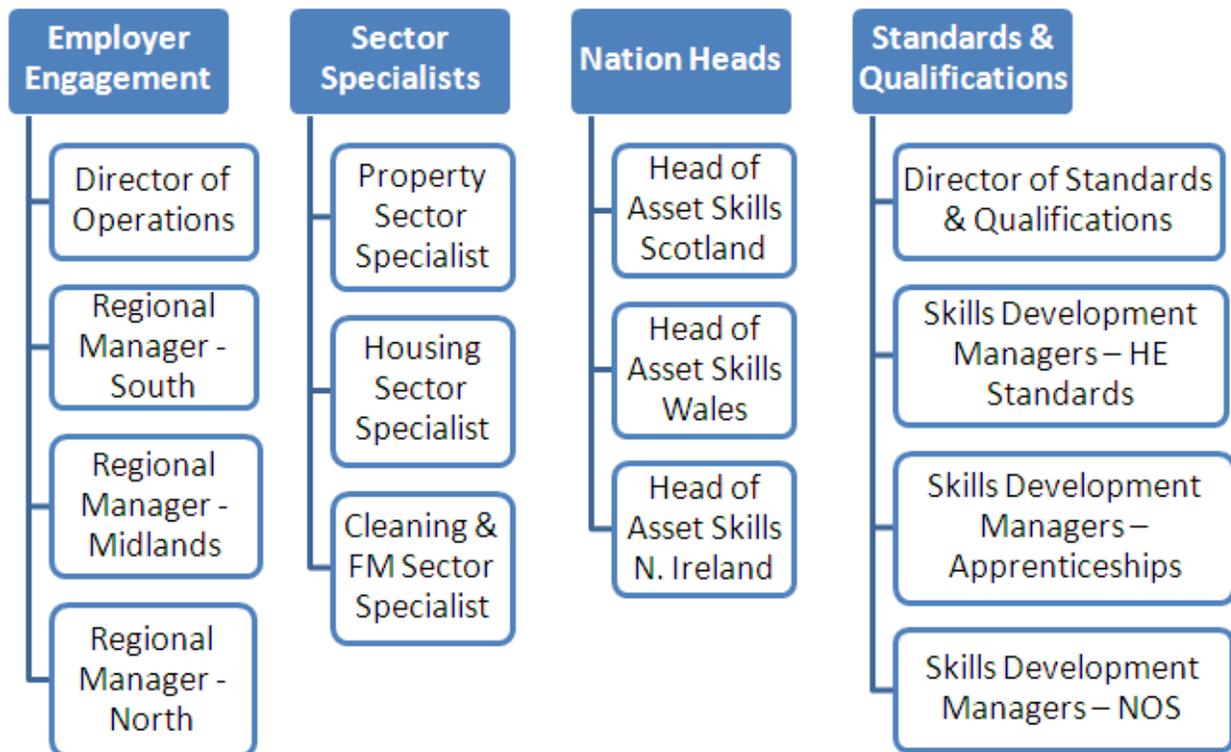
### 4.1 Internal Stakeholders

The research team is in continuous dialogue with internal stakeholders to ensure that research activity undertaken is always strategy led.

Internal stakeholders are fully consulted on both research strategy and in the development of research plans.

There are two tiers of internal stakeholders, with Tier 1 presented in Figure 2.

**Figure 2: Tier 1 (Key Stakeholders)**



Tier 2 stakeholders comprise all other Asset Skills staff.

## 4.2 External Stakeholders

Given the broad sectoral, regional and national footprint Asset Skills has, the research team has a diverse range of stakeholders, all with differing needs and expectations.

Stakeholder relations are carefully managed, and the research team maintains regular contact and continual dialogue with key stakeholders.

Asset Skills main stakeholders in the UK can be split in the following ways:

- Sub-sectorally - cleaning, facilities management, housing, property, planning and parking.
- Regionally - Stakeholders are present across all regions.
- Nationally - Stakeholders are present across all four Home Nations.
- A wide range of different types of stakeholder organisations, including:
  - Employers in the public and private sector (e.g. Kier and MITIE);
  - Supply chain organisations that operate within each of the Asset Skills sub-sectors;
  - Professional Bodies (e.g. Royal Institution of Chartered Surveyors and the Chartered Institute of Housing);
  - Academics (from e.g. Oxford University; University of Glamorgan and University College London);
  - Employment Agencies (e.g. Remploy);
  - Training Providers (e.g. Birmingham Metropolitan College);
  - Home Nation Government Bodies, Agencies and Departments (e.g. Business Link; Jobcentre Plus; Skills Funding Agency; Ministry of Justice; Northern Ireland Housing Executive and RDAs);
  - LMI Regional Observatories (e.g. South West Observatory);
  - Other SSCs within the network; and
  - UKCES.

## 5.0 Activities of the Department

1. Annually updated the Sector Skills Assessment in accordance with UKCES Common LMI Framework for Sector Skills Councils.
2. Produce State of the Sector Reports.
3. Produce State of the Nation Reports.
4. Produce sectoral PowerPoint presentations.
5. Produce LMI Factsheets – regionally, sub-sectorally and nationally.
6. Undertake primary research through the Asset Skills Barometer at six monthly intervals.
7. Produce periodic Intelligence Papers.
8. Complete all elements of the Information and Guidance (IAG) contract.
9. Complete property and housing SIC code data disaggregation project.
10. Complete suite of case studies of emerging jobs operating according to the low carbon and sustainability agenda.
11. Continue programme of collaborative research with external partners.
12. Conduct comprehensive foresight research programme.
13. Implementation of the Asset Skills Impact Evaluation Strategy.
14. Undertake annual stakeholder satisfaction survey with internal and external stakeholders.
15. Review Asset Skills sub-sectoral and national Action Plans.
16. Maintain and update the Asset Skills Research Observatory.
17. Comprehensive and timely analysis of secondary data sets.
18. Maintain a co-ordinated corporate system for collecting, collating and storing data.
19. Undertake an annual staff satisfaction survey.
20. Continue to fulfil ad hoc LMI requests as they arise from internal and external stakeholders.

## 5.1 Project Detail

### Sector Skills Assessments

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility / Skills Needed
This workstream comprises a number of key deliverables:	To update the 2009 SSA suite of reports.	<ol style="list-style-type: none"> <li>1. Update all reports sections with latest evidence.</li> <li>2. Update official data-sets.</li> <li>3. Integrate recent research.</li> <li>4. Integrate delivery plan progress.</li> <li>5. Update Sectoral and National Action Plans.</li> </ol>	Delivery to UKCES by 1 <sup>st</sup> December 2010	Michelle Jay is managing process. The following staff members have primary author responsibility for associated outputs.
<ul style="list-style-type: none"> <li>• Skills Priorities Executive Summary</li> </ul>				Michelle Jay
<ul style="list-style-type: none"> <li>• UK-Wide Report</li> </ul>				Michelle Jay
<ul style="list-style-type: none"> <li>• SSA for England</li> </ul>				James MacNamara
<ul style="list-style-type: none"> <li>• SSA for Scotland</li> </ul>				Michelle Jay
<ul style="list-style-type: none"> <li>• SSA for Wales</li> </ul>				Shabana Parkes
<ul style="list-style-type: none"> <li>• SSA for Northern Ireland</li> </ul>				Shabana Parkes
<ul style="list-style-type: none"> <li>• SSA for Cleaning</li> </ul>				James MacNamara
<ul style="list-style-type: none"> <li>• SSA for Facilities Management</li> </ul>				James MacNamara
<ul style="list-style-type: none"> <li>• SSA for Housing</li> </ul>				Michelle Jay
<ul style="list-style-type: none"> <li>• SSA for Property</li> </ul>				Shabana Parkes

## State of the Sector Reports

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility / Skills Needed
Cleaning State of the Sector	Provides an up-to-date picture of the skills and productivity issues within the cleaning sector	<ol style="list-style-type: none"> <li>1. Update all reports sections with latest evidence.</li> <li>2. Update official data-sets.</li> <li>3. Integrate recent research.</li> <li>4. Integrate delivery plan progress.</li> <li>5. Update Sectoral Action Plans.</li> </ol>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• March 2010 currently available.</li> <li>• Update due September 2010</li> </ul>	James MacNamara
Facilities Management State of the Sector	Provides an up-to-date picture of the skills and productivity issues within the facilities management sector	<ol style="list-style-type: none"> <li>1. Update all reports sections with latest evidence.</li> <li>2. Update official data-sets.</li> <li>3. Integrate recent research.</li> <li>4. Integrate delivery plan progress.</li> <li>5. Update Sectoral Action Plans.</li> </ol>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• March 2010 currently available.</li> <li>• Update due September 2010</li> </ul>	James MacNamara

<b>Deliverables / Outputs</b>	<b>Aim / Outcome</b>	<b>Overview and Methodology</b>	<b>Time Frame</b>	<b>Research Responsibility / Skills Needed</b>
Housing State of the Sector	Provides an up-to-date picture of the skills and productivity issues within the housing sector	<ol style="list-style-type: none"> <li>1. Update all reports sections with latest evidence.</li> <li>2. Update official data-sets.</li> <li>3. Integrate recent research.</li> <li>4. Integrate delivery plan progress.</li> <li>5. Update Sectoral Action Plans.</li> </ol>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• March 2010 currently available.</li> <li>• Update due September 2010</li> </ul>	Michelle Jay
Property State of the Sector	Provides an up-to-date picture of the skills and productivity issues within the property sector	<ol style="list-style-type: none"> <li>1. Update all reports sections with latest evidence.</li> <li>2. Update official data-sets.</li> <li>3. Integrate recent research.</li> <li>4. Integrate delivery plan progress.</li> <li>5. Update Sectoral Action Plans.</li> </ol>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• March 2010 currently available.</li> <li>• Update due September 2010</li> </ul>	Shabana Parkes

## State of the Nation Reports

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility / Skills Needed
England State of the Nation	Provides an up-to-date picture of the skills and productivity issues within the Asset Skills footprint in England.	<ol style="list-style-type: none"> <li>1. Update all reports sections with latest evidence.</li> <li>2. Update official data-sets.</li> <li>3. Integrate recent research.</li> <li>4. Integrate delivery plan progress.</li> <li>5. Update National Action Plans.</li> </ol>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• March 2010 currently available.</li> <li>• Update due September 2010</li> </ul>	James MacNamara
Scotland State of the Nation	Provides an up-to-date picture of the skills and productivity issues within the Asset Skills footprint in Scotland.	<ol style="list-style-type: none"> <li>1. Update all reports sections with latest evidence.</li> <li>2. Update official data-sets.</li> <li>3. Integrate recent research.</li> <li>4. Integrate delivery plan progress.</li> <li>5. Update National Action Plans.</li> </ol>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• March 2010 currently available.</li> <li>• Update due September 2010</li> </ul>	Michelle Jay

<b>Deliverables / Outputs</b>	<b>Aim / Outcome</b>	<b>Overview and Methodology</b>	<b>Time Frame</b>	<b>Research Responsibility / Skills Needed</b>
Wales State of the Nation	Provides an up-to-date picture of the skills and productivity issues within the Asset Skills footprint in Wales.	<ol style="list-style-type: none"> <li>1. Update all reports sections with latest evidence.</li> <li>2. Update official data-sets.</li> <li>3. Integrate recent research.</li> <li>4. Integrate delivery plan progress.</li> <li>5. Update National Action Plans.</li> </ol>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• March 2010 currently available.</li> <li>• Update due September 2010</li> </ul>	Shabana Parkes
Northern Ireland State of the Nation	Provides an up-to-date picture of the skills and productivity issues within the Asset Skills footprint in Northern Ireland.	<ol style="list-style-type: none"> <li>1. Update all reports sections with latest evidence.</li> <li>2. Update official data-sets.</li> <li>3. Integrate recent research.</li> <li>4. Integrate delivery plan progress.</li> <li>5. Update National Action Plans.</li> </ol>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• March 2010 currently available.</li> <li>• Update due September 2010</li> </ul>	Shabana Parkes

## Sectoral PowerPoint Presentations

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility / Skills Needed
Cleaning Sectoral PowerPoint Presentation	As a way of continually improving and extending our LMI offer to stakeholders, PowerPoint presentations have been created for each of the Asset Skills sub-sectors.  The purpose being to allow our stakeholders to access our LMI in ways that suit them.	<ol style="list-style-type: none"> <li>1. Update all slides with latest evidence.</li> <li>2. Update official data-sets.</li> <li>3. Integrate recent research.</li> </ol>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• May 2010 currently available.</li> <li>• Update due November 2010</li> </ul>	Michelle Jay
Facilities management Sectoral PowerPoint Presentation				Michelle Jay
Housing Sectoral PowerPoint Presentation				Michelle Jay
Property Sectoral PowerPoint Presentation				Michelle Jay

## LMI Factsheets

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility / Skills Needed
<b>Regional Factsheets</b>				
Regional Factsheets – for each of the nine English Regions	Intended to provide stakeholders with an overview of the key headline figures for the Asset Skills footprint within the nine English regions.	1. Update official data-sets and commentary.	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• February 2010 currently available.</li> <li>• Update due August 2010</li> </ul>	James MacNamara

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility / Skills Needed
<b>Sub-Sector Factsheets</b>				
<p>Sectoral Factsheet for each Home Nation as follows:</p> <p><u>England:</u></p> <ul style="list-style-type: none"> <li>• Cleaning in England</li> <li>• FM in England</li> <li>• Housing and Property in England</li> </ul> <p><u>Scotland:</u></p> <ul style="list-style-type: none"> <li>• Cleaning in Scotland</li> <li>• FM in Scotland</li> <li>• Housing and Property in Scotland</li> </ul> <p><u>Northern Ireland:</u></p> <ul style="list-style-type: none"> <li>• Cleaning in Northern Ireland</li> <li>• FM in Northern Ireland</li> <li>• Housing and Property in Northern Ireland</li> </ul> <p><u>Wales:</u></p> <ul style="list-style-type: none"> <li>• Cleaning in Wales</li> <li>• FM in Wales</li> <li>• Housing and Property in Wales</li> </ul>	<p>Intended to provide stakeholders with an overview of the key headline figures for each of the Asset Skills sub-sectors, in each of the four Home Nations.</p>	<p>Update official data-sets and commentary.</p>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• May 2010 currently available.</li> <li>• Update due November 2010</li> </ul>	<p>James MacNamara</p>

## The Asset Skills Barometer

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility / Skills Needed
<b>The Barometer</b>				
<p>Results summary for each sub-sector:</p> <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Facilities management</li> <li>• Housing</li> <li>• Property</li> </ul> <p>Full Research Report.</p>	<p>A tool for analysing the activities and current state of employers within the Asset Skills footprint.</p> <p>Periodically samples employers' responses to skills and productivity issues, to better understand the current performance and challenges of companies within each of the Asset Skills sub-sectors.</p> <p>Companies are also questioned on their expected performance and any challenges they face in their operating environment.</p>	<ol style="list-style-type: none"> <li>1. Longitudinal quantitative structured questionnaire.</li> <li>2. Initial completions undertaken by the Ops Team.</li> <li>3. Subsequent repeat interviews conducted by BMG.</li> <li>4. Analysis undertaken in-house</li> </ol>	<ul style="list-style-type: none"> <li>• Updated on a six monthly basis.</li> <li>• October 2009 currently available.</li> <li>• 2010 updates due: May/June 2010.</li> <li>• October / Nov 2010.</li> </ul>	<p>Shabana Parkes overall project management.</p> <p>Shabana Parkes principle author of Full Research Report.</p> <p>James MacNamara / Shabana Parkes in-house analysis.</p> <p>James MacNamara / Shabana Parkes co-authors of sub-sectoral Summary Reports</p>

## Intelligence Papers

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility / Skills Needed
On-going workstream, delivering one Intelligence Paper a month.  <b>2010 Delivery:</b>	A series of intelligence driven reports, that focus on the 'hot topics' facing employers within the Asset Skills footprint.	1. Primary and secondary research – dependent on topic area.	One Intelligence Paper to be delivered each month.	Principle authorship spread across team.
1. Migrant Workers	Workstream commenced in March 2010.		March 2010	James MacNamara
2. Impact of the Economy			April 2010	Michelle Jay
3. Technology			May 2010	James MacNamara
4. Employability & Ex-offenders			June 2010	James MacNamara
5. Low Carbon & Sustainability – Housing			July 2010	Shabana Parkes
6. Employability & Graduates			August 2010	James MacNamara
7. High Performance Working			September 2010	Michelle Jay
8. Management & Leadership			October 2010	Shabana Parkes
9. Low Carbon & Sustainability – Facilities Management & Cleaning			November 2010	James MacNamara
10. Employability & the Long Term Unemployed		December 2010	James MacNamara	

## Information, Advice and Guidance Project (IAG)

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
Update of IAG LMI template each quarter.	Completion of all elements of the IAG Contract as per the detailed IAG Operational Plan.	<ol style="list-style-type: none"> <li>1. Full review of LMI document, including sector overview, information on emerging jobs, qualifications, and skills shortages.</li> <li>2. Review and update national and regional information including narrative, highlighting the difference between nations, regions and sub-sectors.</li> <li>3. Analyse all major datasets and update narrative as appropriate.</li> <li>4. Case Study research.</li> <li>5. Housing and Property disaggregation work.</li> </ol> <p>Refer to IAG Operational Plan for full details.</p>	<ul style="list-style-type: none"> <li>• On-going activity throughout 2010.</li> <li>• Refer to IAG Operational Plan for full details.</li> </ul>	Shabana Parkes

## Property and Housing SIC Code Data Disaggregation

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
Disaggregated LMI for the property and housing sub-sectors.	<ul style="list-style-type: none"> <li>Disaggregation of property and housing LMI in order to provide an understanding of size and structure of each sector and contribution each makes to the national economy.</li> <li>Given the issues regarding the housing and property sub-sector SIC 2003; this is a valuable input into our knowledge of the property and housing sub-sectors as separate industries.</li> </ul>	Contracted to TBR, using their TCR proprietary database and analysis tools.	<ul style="list-style-type: none"> <li>Last wave conducted in 2009.</li> <li>Next wave scheduled for delivery in December 2010.</li> </ul>	Michelle Jay

## Emerging Jobs within Low Carbon – Case Study Research

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<p>Complete suite of case studies of emerging jobs operating according to the low carbon and sustainability agenda</p>	<ul style="list-style-type: none"> <li>• Valuable insight into skills requirements and skills gaps of the many emerging job roles within the Asset Skills footprint.</li> <li>• This area represents a significant gap in our knowledge, since little research has been conducted previously.</li> </ul>	<ul style="list-style-type: none"> <li>• Case study research to be undertaken with employers in emerging job roles, including:               <ul style="list-style-type: none"> <li>○ Domestic Energy Assessors</li> <li>○ Non-domestic Energy Assessors</li> <li>○ Operator Rating Assessors</li> <li>○ Energy Advisors – Domestic</li> <li>○ Energy Advisors - Commercial</li> </ul> </li> </ul>	<p>September 2010</p>	<p>Shabana Parkes</p>

## Collaborative Research with External Partners

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Mind the Skills Gap (in collaboration with the Housing and Communities Agency)</b>				
Updated research report.	The original Mind the Skills Gap research provided the housing sector with an extremely valuable insight into the sector, its skills requirements, and skills gaps; this new research builds on the work that has gone before, providing an up-to-date picture of labour shortages and skills gaps across the housing sector.	<p>In 2007 Asset Skills worked closely with the HCA on the first 'Mind the Skills Gap' research.</p> <p>The 2010 update is underway.</p> <p>Asset Skills is again working as a collaborative partner with HCA on the update of this research, including:</p> <ul style="list-style-type: none"> <li>• Questionnaire development</li> <li>• Study design</li> <li>• Peer review of findings</li> </ul>	<ul style="list-style-type: none"> <li>• Mind the Skills Gap research last conducted in 2007</li> <li>• Final report expected July 2010</li> </ul>	Michelle Jay

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Skills and Graduation of Real Estate Agency (in collaboration with Oxford University and Strathclyde University)</b>				
<p>The research programme will generate both academic and non-academic outputs:</p> <ol style="list-style-type: none"> <li>1. Three conference papers will be produced: <ul style="list-style-type: none"> <li>• <i>British Sociological Association Conference</i> (early 2012)</li> <li>• <i>Annual International Labour Process Conference</i> (early 2012)</li> <li>• <i>British Educational Research Association Conference</i> (Sept 2011)</li> </ul> </li> <li>2. These conference papers will be converted into refereed journal articles: <ul style="list-style-type: none"> <li>• <i>Work, Employment and Society</i></li> <li>• <i>Journal of Management Studies</i></li> <li>• <i>Oxford Review of Education</i></li> </ul> </li> <li>3. Full research report for industry stakeholders</li> </ol>	<p>Research objectives:</p> <ul style="list-style-type: none"> <li>• To develop a new conceptual framework for analysing skill supply, demand, development and deployment.</li> <li>• To generate better understanding of the support, demand, development and deployment of skills in jobs that are being 'graduated'.</li> <li>• To better understand what skills are demanded of graduates and to what purpose these skills are required to both obtain and perform in this occupation.</li> <li>• To explore the relationship between occupational graduation and occupational professionalism.</li> <li>• To generate understanding of the impact of graduation on non-graduate labour within a professionalising occupation.</li> </ul>	<ul style="list-style-type: none"> <li>• Research will be conducted in both England and Scotland reflecting the very different skill requirements demanded by property professionals in each of the Home Nations.</li> <li>• Quantitative and qualitative methodology will be used, encompassing an online survey; a series of semi-structured interviews; and a series of organisational case studies, involving interviews and observation.</li> </ul>	<ul style="list-style-type: none"> <li>• 18 month duration. Timetable to be confirmed</li> </ul>	<p>Michelle Jay and Chris James members of Project Advisory Group, alongside representatives of Oxford University (Dr. Susan James) and Strathclyde University (Prof. Chris Warhurst)</p>

## Foresight Research

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Horizon Scanning</b>				
Comprehensive review of the available literature regarding future trends and associated skills implications for each of the Asset Skills sub-sectors.	<p>Identification of the possible and / or likely trends in the Asset Skills sub-sectors and anticipation of associated skills needs.</p> <p>In-depth foresight research that looks at the potential drivers of skill demand in the future, the likely character of future skills demand, and the factors that will underpin such demand, and the associated development needs in the Asset Skills sub-sectors.</p>	<ul style="list-style-type: none"> <li>Ongoing literature review, examining economic, sub-sectoral, occupational trends, and assessment of likely future prospects.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Updated consolidated view due November 2010 to feed into SSA 2010 update.</li> </ul>	All

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Working Futures Analysis</b>				
Observatory Data	To be the authoritative body in analysis of our sector	Desk research – analysis of Working Futures	<ul style="list-style-type: none"> <li>In line with timetable of data releases.</li> <li>All possible data to be analysed by October 2010 for including in the annual SSA update.</li> </ul>	James MacNamara

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Future Drivers, Scenario Planning and Skills Implications</b>				
Comprehensive review of future sub-sectoral drivers and associated skills implications.	In-depth horizon scanning research designed to identify the main sub-sectoral, and national, sectoral drivers which are likely to have the greatest impact on the Asset Skills sub-sectors over the next five years.	<p>Meta-driver approach adapted from 'Investing in the Future of Jobs and Skills' (May 2009), TNO Netherlands Organisation for Applied Scientific Research, Erasmus University Rotterdam; ZSI Centre for Social Innovation.</p> <ul style="list-style-type: none"> <li>• Mix of qualitative and quantitative methodologies.</li> <li>• Creation of a list of generic meta-drivers based on literature review and industry expert knowledge.</li> <li>• Designing of standardised key questions in order to identify sector relevance and other properties of the meta-drivers at a sub-sector level.</li> <li>• Completion of the check list matrix – including prioritisation.</li> <li>• Identify which drivers matter most for jobs and skills.</li> <li>• Identify whether the list of drivers cover all relevant sectoral drivers, or are there any sector-drivers that are not included.</li> <li>• Discussion of scenarios and skills implications with industry experts.</li> </ul>	<ul style="list-style-type: none"> <li>• Latest version available 2009 – conducted as part of 2009 SSA suite of reports. Horizon defined as 2015.</li> <li>• Updated version due November 2010 to feed into SSA 2010 update. Horizon defined as 2016.</li> </ul>	Michelle Jay

## Impact Evaluation Strategy

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Implementation of Asset Skills Impact Evaluation Strategy</b>				
<p>Body of evidence illustrating ongoing evaluation activity.</p> <p>Quarterly performance monitoring scorecard submitted to UKCES.</p>	<ul style="list-style-type: none"> <li>Continuation of Monitoring and Evaluation Framework.</li> <li>Monitoring and assessing outputs.</li> <li>Tracking of secondary datasets or data derived from surveys.</li> <li>Evaluation of the contribution made to sectoral outcomes by those SSC activities which are large scale.</li> <li>Impact assessment.</li> </ul>	<p>Outlined in full in Asset Skills Evaluation Strategy.</p>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<p>All</p>
<p>Identifiable improvements made in terms of quality of LMI outputs, and valuable additions to the Asset Skills LMI offer.</p>	<ul style="list-style-type: none"> <li>Ensure research projects benefit from continuous improvements</li> </ul>	<p>Project summary sheet completed at the end of each project to identify learning and areas for improvement to feed into next phase.</p>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<p>All</p>

## Stakeholder Satisfaction with LMI

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Internal Stakeholder Satisfaction with LMI Outputs</b>				
Internal Stakeholder Satisfaction with LMI Outputs – PowerPoint presentation of research findings	<p>To understand internal stakeholder views on:</p> <ul style="list-style-type: none"> <li>• Satisfaction with LMI produced by Asset Skills in terms of quality and frequency.</li> <li>• Satisfaction with research team service delivery.</li> <li>• Investigate the ways in which internal stakeholders use the LMI produced by Asset Skills.</li> <li>• Identify improvements and enhancements to the LMI offer to stakeholders, in terms of:</li> <li>• The ways in which Asset Skills LMI is presented, communicated and disseminated to stakeholders.</li> <li>• New areas for investigation.</li> </ul>	Structured self-completion quantitative survey.	<ul style="list-style-type: none"> <li>• Fieldwork in Q2 each year.</li> <li>• Delivery of final report mid-July 2010</li> </ul>	Michelle Jay

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>External Stakeholder Satisfaction with LMI Outputs</b>				
<p>External Stakeholder Satisfaction with LMI Outputs – PowerPoint presentation of research findings</p>	<p>To understand internal stakeholder views on:</p> <ul style="list-style-type: none"> <li>• Satisfaction with LMI produced by Asset Skills in terms of quality and frequency.</li> <li>• Investigate the ways in which internal stakeholders use the LMI produced by Asset Skills.</li> <li>• Identify areas for improvements and enhancements to the LMI offer to Asset Skills stakeholders, in terms of: <ul style="list-style-type: none"> <li>• The ways in which Asset Skills LMI is presented, communicated and disseminated to stakeholders.</li> <li>• New areas for investigation</li> </ul> </li> </ul> <p>Objectives and desired outcomes aligned to metrics within the UKCES Common LMI Framework.</p>	<p>Structured self-completion quantitative survey.</p> <p>Survey completed with stakeholders via the following methods:</p> <ul style="list-style-type: none"> <li>• Face-to-face</li> <li>• Postal</li> <li>• Telephone</li> <li>• On-line via SNAP</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldwork in Q2 each year.</li> <li>• Delivery of final report mid-July 2010</li> </ul>	<p>Michelle Jay</p>

## Asset Skills Action Plans

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Review of Sub-Sectoral and National Action Plans</b>				
Updated Action Plans for each of the Asset Skills sub-sectors and four Home Nations.	To ensure that the solutions provided in the Asset Skills sub-sectoral and national action plans are applicable and based on a sound and up-to-date evidence base.	<ol style="list-style-type: none"> <li>1. Feed in to the update of delivery plans prior to sectoral and national Board meetings.</li> <li>2. Liaise with regional, sub-sectoral and national leads to capture where actions have changed, and where evidence may be challenging the research presented in the SSA.</li> <li>3. Update Action Plan in SSA, State of the Sector, and State of the Nation Reports.</li> <li>4. Identify and publicise good practice.</li> </ol>	<ul style="list-style-type: none"> <li>• Action Plans evidence base to be updated annually.</li> <li>• Next update due December 2010</li> </ul>	Michelle Jay

## The Asset Skills Research Observatory

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Maintain a co-ordinated corporate system for collecting, collating and storing data produced by all teams</b>				
The Asset Skills Research Observatory	To ensure that up-to-date information is available in a format which is available to and usable to all staff.	Electronic storage of information on the intranet within an Excel spreadsheet	<ul style="list-style-type: none"> <li>On-going</li> </ul>	Michelle Jay

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Analysis of secondary national datasets: Identify, collate and analyse data from secondary data sources and existing research</b>				
Observatory Data	To be the authoritative body in analysis of our sector	Desk research – analysis of existing national data sources, including: LFS; APS; ABI; NESS; SESS; N. Ireland Skills Monitoring Survey; Future Skills Wales; Working Futures; and so on.	<ul style="list-style-type: none"> <li>In line with timetable of data releases.</li> <li>All possible data to be analysed by October 2010 for including in the annual SSA update.</li> </ul>	All
Observatory Data	To ensure that the research team are aware and have knowledge of all relevant datasets	Identify data sets which are available and would be of value to Asset Skills which are not held in-house.	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	All
Observatory Data	Develop performance and skills comparators across the footprint compared to Europe and other countries	Identification and analysis of secondary data sources.	<ul style="list-style-type: none"> <li>On-going</li> </ul>	Michelle Jay
Observatory Data	Analyse trends in take up of qualifications and training framework	Longitudinal analysis of HESA data	<ul style="list-style-type: none"> <li>June 2010</li> </ul>	Shabana Parkes

## Asset Skills Staff Satisfaction

Deliverables / Outputs	Aim / Outcome	Overview and Methodology	Time Frame	Research Responsibility
<b>Staff Satisfaction Survey</b>				
Staff Satisfaction Survey Report	To understand staff views on: <ul style="list-style-type: none"> <li>• Company performance</li> <li>• Job satisfaction</li> <li>• Salary</li> <li>• Feedback &amp; recognition</li> <li>• Company procedures</li> <li>• Working relationships</li> <li>• Working environment</li> </ul>	Online SNAP questionnaire	<ul style="list-style-type: none"> <li>• Survey conducted annually.</li> <li>• Last survey conducted December 2009.</li> <li>• Next survey due to run December 2010</li> </ul>	Michelle Jay

## Appendix 1: Home Nation Government Aims and Priorities<sup>2</sup>

### England Skills Priorities and Legislative Drivers

- In April 2009 the Department for Business, Innovation and Skills published the policy document *New Industry, New Jobs*<sup>3</sup>. This policy document sets out the need for a more active industrial policy to aid recovery following the economic downturn, drive growth and create the high value jobs of the future.
- A key part of this is a more proactive approach to skills. This involves the Government and businesses working together to ensure that the country has the skills needed to meet the demands of a post-recession economy.
- Within the policy document the Government identified six emerging sectors:
  - Advanced Manufacturing; Professional and Financial Services; Low Carbon Industries; Engineering Construction; Digital Britain; Life Sciences and Pharmaceuticals.
- Asset Skills has been attributed to the following clusters: Professional and Financial Services, Engineering Construction and Low Carbon Industries.
- In November 2009, the Government published the White Paper *Skills for Growth: A national strategy for economy growth and individual prosperity*. It outlined the following commitments, including<sup>4</sup>:
  - Creating a modern technician class through more advanced apprenticeships.
  - Investing in skills in the sectors on which future growth and jobs depend.
  - Empowering individuals through skills accounts, giving people ‘consumer choice’ and better information about courses.
  - The introduction of light touch monitoring arrangements for the best providers.

### Scotland Skills Priorities and Legislative Drivers

- Scotland’s skill policy was fixed by Skills for Scotland, published in 2007 and since updated. Skills for Scotland focused on putting the individual at the heart of learning, responding to economic and business needs and creating cohesive structures for the delivery of lifelong learning.
- Skills Development Scotland is the skills development agency responsible to the Scottish Government. Much of their focus presently is on delivering the Government’s policy commitments to deliver 18,500 apprenticeship places in 2009/10, mainly in what have been identified as key economic sectors in moving Scotland out of recession.
  - These include: hospitality and tourism; IT; financial services; food and drink; life sciences; and the creative industries. Whilst these are not Asset Skills industries, it has been recognised that the Asset Skills sector plays a significant part in supporting these key economic sectors.
- The Scottish Government has also made policy commitments to improving the employability of people leaving education and skills utilisation.

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<sup>2</sup> Asset Skills are cognisant that following the recent election Home Nation priorities, aims and drivers are likely to be in a state of flux, this section will be updated to reflect policy as new announcements are made.

<sup>3</sup> *New Industries, New Jobs*, Department of Business, Innovation and Skills, April 2009

<sup>4</sup> *Skills for Growth: The National Skills Strategy*, Department for Business, Innovation and Skills, November 2009

## Northern Ireland Skills Priorities and Legislative Drivers

- The top priority of the Executive's Programme for Government 2008-11 is to grow a dynamic and innovative economy – *“sustainable economic growth and increased prosperity will provide the opportunities and means to enhance quality of life, reduce poverty and disadvantage, increase wealth, health and well being and build stronger, more sustainable and empowered communities.”*
- This articulates the characteristics of a successful economy as having high productivity, a highly skilled and flexible workforce and employment growth. It highlights the need to address the problem of economic inactivity among the working age population and the importance of a better qualified and more flexible workforce.
- There are a number of Government goals relating to this, by 2015:
  - 80% of the working age population is qualified to Level 2 or above.
  - 60% of the working population is qualified to Level 3 or above.
  - Increasing the number of adult learners achieving a qualification in literacy, numeracy and ICT skills to 90,000.

## Wales Skills Priorities and Legislative Drivers

- Working to the *Skills That Work for Wales* agenda. This strategy was published in 2008 and aims to: simplify business support; create a stronger partnership with employers; target funding where it is needed; and develop a more efficient learning network.
- Asset Skills Cymru is working on a project funded by Basic Skills Cymru to promote basic skills and the Employer Pledge to Housing Associations.
- Transformation agenda for post-16 education in Wales.
- Asset Skills is committed to increasing substantially, the number of apprenticeships, and to ensuring that a system of adult learning is developed that is responsive to the needs of local communities, employers and the local and regional economy.

**The above policies establish a framework and set a clear agenda for Asset Skills in terms of priority actions for its work in each of the Home Nations.**