

## **Sector Skills Agreement**

### **Summary of key issues and proposals for England**

**November 2006**

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## Foreword

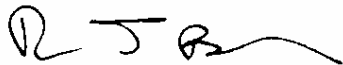
Now the Sector Skills Agreement work starts to become meaningful! We have taken the high quality research into skills and recruitment needs from Phase 1 and considered the information on training provision from Phase 2. At the same time we have been listening to employers, focusing on what is required if we are to make meaningful improvements in skills levels and improve recruitment into the industries covered by Asset Skills.

You will see in the report that we are drawing some conclusions about the priority actions. Please read them carefully to see if you agree. Whether you do or not, please tell us because this programme belongs to you.

Some of the action points are obvious and there are probably no great surprises. However, we now have a sound evidence base for drawing the conclusions we do. You will see that some of the action points are not specifically about training and/or recruitment per se, but will influence these areas sufficiently to be included.

All of the actions come from employers and other stakeholders. But that does not mean they are not controversial. So please check and ensure you agree and let us have your views.

The next stage is to put some flesh on to the bones. We have to determine a detailed strategy for implementing the changes we are recommending. So it is important that this work remains yours rather than ours.



**Richard Beamish**  
**Chief Executive**  
**21 November 2006**

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# 1. Introduction

Asset Skills is one of 25 Sector Skill Councils (SSCs) that have been established by 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 has been established to cover the Housing, Property Services, Facilities Management and Cleaning sectors of the UK economy.

Each SSC agrees sector priorities and targets with its employers and partners to address four key goals:

1. Reducing skills gaps and shortages
2. Improving productivity, business and public service performance
3. Increasing opportunities to boost the skills and productivity of everyone in the sector's workforce, including action on equal opportunities
4. Improving learning supply, including apprenticeships, higher education and national occupational standards

The key mechanism for identifying and articulating how industries are going to raise their performance in tackling these goals will be through the development of Sector Skills Agreements. The Sector Skills Agreements are intended to place employers' needs centre stage and give them a powerful voice in how public money on skills is spent.

This report represents the outcomes from the third stage of the Sector Skills Agreement process. The research undertaken as part of stage one and two enabled the production of a series of consultation reports that brought together the key supply and demand issues facing each industry within the Asset Skills sector<sup>1</sup>. These various consultation reports provided the basis of a comprehensive programme of 'market testing', which represented the key component of the stage three programme.

The aim of the stage three programme is to communicate key supply and demand issues and outline potential solutions which would improve future business performance within the sector. In this regard, an important focus of the stage three work has been to reach agreement with employers and partners on the actions needed to ensure that the future supply of skills meets the short and long term demands of businesses within the Asset Skills sector.

The research revealed that the skill issues facing industries within the Asset Skills sector are similar across the four nations of the UK. Not surprisingly the proposals for action to address these key skill issues are also similar in each nation. However, it is recognised that the policy context, delivery structures and arrangements within England are very different to those in Northern Ireland, Scotland and Wales. In order to properly reflect these differences a separate report and action plan has been developed for England and for each of the other three home nations.

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<sup>1</sup> Further analysis relating to stage one (Skill Needs Assessment) and stage two (Assessment of Current Provision) research can be obtained from [www.assetskills.org](http://www.assetskills.org)

## 2. Stage three market testing programme

Although a UK wide approach to market testing was adopted by Asset Skills, this included significant contact with employers and professional bodies in England. Consultation was also undertaken individually and collectively with the Asset Skills UK Industry Boards, whose views were taken into account in drawing up the action plan, which forms the main element of this report.

All market testing activity was based on a number of reports, which were produced for the Housing, Property, Facilities Management and Cleaning industries. These being:

- A detailed consultation report setting out the main issues facing businesses within each Asset Skills industry in relation to:
  - The profile of the industry
  - Skill shortages and gaps (the demand for skills from employers)
  - Learning and skill development activities (the supply of skills to the labour market)
  - Future action to improve business performance
- A summary report on 'The Way Forward' for each industry which set out the key challenges facing each industry and proposals on how to tackle these issues.
- A fact sheet for each industry detailing key facts and issues.

The market testing programme consisted of a number of different approaches to the consultation through the engagement of employers and partners:

- A series of national and regional **roadshows** were planned from 5<sup>th</sup> September to 3<sup>rd</sup> October 2006 to target employers in the sector. The slogan '*Your voice, your people, your future*' was used along with the following five reasons to attend:
  1. The chance to influence industry
  2. Shape government policy
  3. Get an overview of skills issues
  4. Gain a competitive edge
  5. Networking

The events were marketed in June/July in all the relevant trade magazines such as Cleaning Matters, the Facilities Management Journal, Inside Housing, Estate Agent News, Negotiator, Property People, Estates Gazette, ARLA, European Cleaning Journal, RICS, Health Estate Journal and Property Week to name a few. The events were partially successful but did not manage to generate enough employer participation. It was therefore felt that more direct consultation with employers was needed.

- A targeted programme of **validation with employers** was organised to remedy the issue above. Two methods were used by the research team.

1. Implementation of a telephone survey with employers in each of the four industries from 3<sup>rd</sup> – 20<sup>th</sup> October 2006. The purpose of the survey was to seek verification of the skills issues identified by the research. This involved sending an initial letter out to around 1,800 contacts who were interviewed for the 2005 Asset Skills employer survey. The following numbers of employers were contacted in each of the four nations:

England – 1,371  
 Wales - 144  
 Northern Ireland - 118  
 Scotland – 166

These letters were followed up by targeted phone calls. During the five minute calls, employers were invited to say whether they agreed or disagreed with the industry specific solutions outlined in ‘The Way Forward’ consultation documents.

2. Emails were simultaneously sent to employers who had been visited in 2006 by the employer engagement team in Asset Skills. These emails were structured in the same way as the consultation in the telephone interviews.

The response rate achieved from the validation exercise was:

Property – 32  
 Housing – 20  
 Cleaning – 35  
 Facilities Management – 20

- Emails containing the industry specific consultation reports and ‘The Way Forward’ documents were sent to individual members of the **Industry and Home Country Boards** established by Asset Skills to secure the involvement of employers and professional bodies.
- Discussions were facilitated with **Industry and Home Country Boards** on the proposals for future action contained in the consultation reports
- Consultation was also conducted with the key **professional bodies and trade associations** covering each of the four industries within the Asset Skills sector. The following were invited to comment on the consultation reports:

Chartered Institute of Building	National Association of Estate Agents
Association of Domestic Management	Royal Institution of Chartered Surveyors
Association of Residential Management	Royal Town Planning Institute
British Institute of Cleaning Science	Building Services Association
British Institute of Facilities Management	Facilities Management Association
Chartered Institute of Environmental Health	National Housing Federation
Chartered Institute of Housing	Cleaning and Support Services Association

The outcomes of the consultation revealed a high level of agreement on the position of each industry in relation to skill needs and skill supply and also on the actions that need to be undertaken by Asset Skills, its partners and employers to improve business performance within each industry.

### 3. Profile of the Asset Skills sector in England<sup>2</sup>

The Asset Skills sector in England employs at least 549,322 people<sup>3</sup>. Table 3.1 indicates that employment within the Asset Skills sector is particularly concentrated in the following regions, which account for about 53% of all Asset Skills' employment in the UK:

- London (17% of all employment in the sector)
- South East (16%)
- East of England (10%)
- North West (10%)

**Table 3.1: proportion of UK employment by English region and sub sector**

Geography	Asset Skills	Property Services and Housing	Facilities Management	Industrial Cleaning	All UK Sectors
North East	3%	3%	2%	4%	4%
North West	10%	11%	7%	11%	11%
Yorkshire & Humberside	7%	6%	8%	8%	8%
East Midlands	6%	6%	2%	7%	7%
West Midlands	9%	8%	11%	9%	9%
East of England	10%	9%	10%	11%	10%
London	17%	18%	24%	14%	12%
South East	16%	16%	18%	15%	14%
South West	9%	10%	7%	9%	9%
England	87%	88%	90%	87%	84%

Source: Annual Population Survey 2004

Research also undertaken as part of the Skill Needs Assessment indicates that there is a relatively high proportion of employment in the Asset Skills sector in England when compared to the UK economy as a whole (87% compared to 84%). Within England there is a particularly high concentration of Asset Skills employment in London compared to the UK economy as a whole (17% compared to 12%) and to a lesser extent the South East (16% compared to 14%).

In relation to the proportion of Asset Skills employment in the UK by industry and English region there is a relatively high proportion of employment in:

- Property Services and Housing within the South West region (61%) and London (60%)
- Facilities Management within London (10%)
- Industrial Cleaning within Yorkshire and Humberside (44%) and the East Midlands (44%)

<sup>2</sup> A full profile of the Asset Skills sector in England can be obtained from the UK wide Skill Needs Assessment, Asset Skills, March 2006.

<sup>3</sup> The employment figure is based on information obtained from the Annual Population Survey 2004 using the only available codes (based on the SIC) to reflect the sector. The figure is likely to underestimate the number of people that are employed in the sector, many of whom work in the public sector.

In England as a whole about 56% of the workforce is employed in Property and Housing and about 38% in Industrial Cleaning. The remaining 7% are employed in the Facilities Management industry. The profile of each of these industries is quite distinct:

- About 82% of all occupations within the Cleaning industry in England are elementary occupations. England has a lower proportion of elementary occupations compared to the UK.
- The Property and Housing workforce in England has a relatively high percentage of managerial (25%), associate professional and technical (22%) and administrative (21%) occupations, which account for about 68% of the industry workforce in England.
- The Facilities Management workforce in England is characterised by a high proportion of managerial occupations (44%).

The Asset Skills sector contains a significantly higher proportion of small businesses employing between 1-10 people (83% in Great Britain compared to 93% within Asset Skills). However, the position for the sector as a whole masks some significant differences within the different industries that make up the Asset Skills sector. In particular:

- The cleaning industry has a company size profile that mirrors that of all industries in Great Britain, with over 12% of companies employing between 11-49 employees
- Both the housing and property industry and facilities management industry has a very high proportion of small businesses employing between 1-10 employees (95% and 93% respectively)

These company size trends are extremely likely to be relevant to England, particularly since England accounts for over 88% of employment in the Asset Skills sector in Great Britain.

Table 3.2 indicates that the average GVA per employee for the Asset Skills footprint in England was about £35,169 in 2003; marginally higher than the UK all sector average (£34,984). With the exception of Facilities Management all other Asset Skills activities in England exceeded the UK GVA per employee average for the sector. (See Table 3.2).

**Table 3.2: GVA per employee**

	England	UK
All Property Services and Housing	54,794	52,295
Facilities Management	45,930	46,366
Industrial cleaning	16,219	15,886
Asset Skills Total	35,169	33,987
All sectors	35,393	34,984

Source: Derived from Employment Projections for Asset Skills, IER, May 2005

In relation to future employment in the Asset Skills sector in England, an increase in employment of about 1% is expected over the period 2004-2014. However, this figure masks projected job losses in industrial cleaning (about -2%) and more significant employment growth in the property sector (about 3.5%) over the period 2004-2014.

Table 3.3 also indicates that there are significant variations in the projected change in numbers employed in the Asset Skills sector by region over the period 2004-2014.

**Table 3.3: Projected change in numbers employed in Asset Skills - All Property and Cleaning**

Region	Estimated numbers employed 2004	Estimated numbers employed 2014	Change 2004-2014	Average Annual Growth Rate 2004-2014
East Midlands	36000	26000	-10000	-3%
East of England	77500	95500	18000	2%
London	177500	189000	11500	1%
North East	25500	25500	0	0%
North West	94000	121500	27500	3%
South East	117500	117500	0	0%
South West	64500	66000	1500	0%
West Midlands	71500	78500	7000	1%
Yorkshire and Humberside	60000	61500	1500	0%
England	724000	781000	57000	1%

Source: Derived from Employment Projections for Asset Skills, IER, May 2005

## 4. Policy context in England

A number of key drivers of strategic importance nationally need to be considered as an essential policy context in relation to this Skill Needs Assessment and also in terms of determining regional skills priorities.

### **The national skills strategy for England**

The national skills strategy for England<sup>4</sup>, launched in July 2003, examined the state of skills in the UK and came to the conclusion that that the UK was suffering from a skills deficit compared to countries with similarly advanced economies within Europe and the USA. This deficit was considered to be particularly acute within the technician, higher craft and associate professional occupations.

The national skills strategy also introduced a number of key measures, which included the:

- Introduction of a new entitlement to free learning for all those studying for their first level 2 qualification as a skills foundation for employability
- Provision of targeted support for higher qualifications (technician, higher craft and associate professional skills at level 3) in priority areas to meet sectoral and regional needs
- Development of more flexible qualifications, including:
  - Dividing more qualifications into units so accreditation can be built up more easily
  - Speeding up accreditation of qualifications
  - Improving assessment of people's existing skills and knowledge
- Improvement of Information Advice and Guidance services for adults
- Extension of access to free Information and Communications Technology (ICT) training – ICT is classified as a basic skill along with literacy and numeracy
- Raising the quality of Modern Apprenticeships and lifting the age cap for participation
- Encouragement of local learning communities
- Reduction of bureaucracy and introduction of more straightforward audit requirements
- Learning provision to meet the following criteria:
  - Led by needs of employers and learners
  - Shaped by skills needs prioritised by sector, region and locality
  - Make the best use of ICT to deliver and assess learning

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<sup>4</sup> 21<sup>st</sup> Century Skills – Realising our Potential, The National Skills Strategy for England, July 2003.

- Give colleges and training providers maximum discretion in deciding how best to respond to needs
- In relation to qualifications it should be noted that although the four nations have a joint body for standards setting, called UKCG (the UK Co-ordinating Group), they each have their own individual institutions, which regulate and develop examinations and curriculum for work and colleges. In England this is the Qualifications and Curriculum Authority.

### **The 14-19 Education and Skills White Paper**

The White Paper<sup>5</sup> sets out proposals, which build on the existing education system, but are designed to:

- Ensure that every young person masters functional English and Maths before they leave education
- Improve vocational education
- Stretch all young people and help universities to differentiate between the best candidates
- Re-motivate disengaged learners
- Ensure delivery

### **Skills White Paper 2005**

'Getting on in business, getting on at work'<sup>6</sup>, focuses on the skills of adults already in, or seeking to enter, the labour market. The aim is to help even more adults get the skills they need to move from welfare into jobs, and to progress in their careers.

At the regional level, the Regional Skills Partnerships of the Regional Development Agencies, the LSC, Jobcentre Plus, Small Business Service and Sector Skills Councils are seen as the key regional economic development players in integrating regional activity on training, jobs, innovation and business support, creating dynamic regional economies and so tackling disparities between regions.

Training is to be built up from employers' business needs, and delivered in the workplace to suit their operational requirements. The government intends to place purchasing power in the hands of the employer, so that they can determine how public funds are best spent to meet their priorities, rather than funds being routed direct to providers.

The White Paper is therefore proposing to give employers of all kinds – private, public and voluntary sector – more choice over the training provider they wish to work with. It is intended to be a new form of partnership between the government and employers to enhance training opportunities and meet skills needs. At the heart of the programme is a brokerage service that will work on behalf of the employer.

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<sup>5</sup> The 14-19 Education and Skills White Paper, Department for Education and Skills, February 2005.

<sup>6</sup> Skills: Getting on in business, getting on at work, The Government Skills White Paper; March 2005.

Employers will be given a strong voice in the design and content of vocational qualifications through Sector Skills Councils. Sector Skills Agreements between employers will set out training needs, commit employers to collaborative action, and ensure that public funds respond directly to employer priorities.

The government see the Agreements as having enormous potential power in bringing employers together to decide their priorities for collective action, and how they can best support higher productivity. Agreements will set out both the funding contributions that employers are prepared to make themselves and the priorities for shaping the allocation of public funds with the respective funding councils.

The government has emphasised two particular aspects. First, it must be easier for people to climb up the skills ladder, in steps to suit their talents and motivation, from the basics of literacy, language and numeracy through to higher education. Each step in that ladder must equip young people and adults with the skills for employability and give them recognition through qualifications for what they achieve. Second, information and guidance must be widely available for all adults who want it, to help them make sense of what is on offer, and the best way of linking skills, training and jobs.

### **Agenda for Change**

The Learning and Skills Council<sup>7</sup> sets out proposals to:

- Create a nationwide network of colleges – and other providers – focused on the needs of employers
- Develop with employers a Quality Mark for those colleges – and other providers – so that employers know they meet exacting standards and that the services they provide will be of high quality and responsive to the real needs of their businesses
- Increasingly make employers aware of the benefits of working with these quality-marked colleges – and other providers – so funding flows accordingly in line with employer choice; and

Develop the National Employer Training Programme (NETP) as a powerful, demand-led mechanism for changing the way in which training for adults is delivered. (As set out in the Skills White Paper of March 2005)

### **Qualifications**

Although the four nations have a joint body for standards setting, called UKCG (the UK Co-ordinating Group) they each have their own individual institutions which regulate and develop examinations and curriculum for work and colleges. In England this is the Qualifications and Curriculum Authority.

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<sup>7</sup> Agenda for Change, LSC, August 2005.

## 5. Action Plan for England

The following tables summarise the emerging skill issues for the Cleaning, Facilities Management, Housing and Property industries that have been identified so far during the Sector Skills Agreement research process. Proposals have also been developed by Asset Skills to address each skills issue included within the tables. These issues and proposals have all been verified by employers and partners during the Stage three market testing process.

Taken together the issues and proposals provide a clear action plan for skill development within the Cleaning, Facilities Management, Housing and Property industries in England. In this regard they provide a detailed insight into the key skills priorities for the Asset Skills sector in England. Asset Skills will need the support of all its partners within England to move these proposals forward.

At this stage Asset Skills has not attached any particular priority to the actions within each industry. This is because it is considered that these priorities will emerge naturally through the subsequent agreement process. However, Asset Skills has placed a higher level of priority on the need to target skill development activities within the Cleaning and Facilities Management industries. This is largely because the particular skill development needs for each of these industries are considered to far outweigh those that relate to the property and more particularly housing industries.

The evidence from the SSA research indicates that employers in the housing industry and also certain parts of the property industry have been very successful to date in developing HR procedures and strategies and in undertaking training activity. For example, while 91% of housing employers indicated that they had undertaken training over the previous 12 months, the respective figure within the Asset Skills sector as a whole was 46% (this is largely due to the influence of the cleaning industry where only 35% of employers had undertaken training over the previous 12 months). This is not to say that the issues and proposals outlined for housing and property should not be addressed, but simply that the skill development needs within the cleaning and facilities management industries are much greater at the present time.

The following summary of key issues and proposals for England uses the following headings:

- Skills issue (priority skills issues highlighted by employers)
- Evidence
- Industries and occupations affected
- Supply side picture
- Impact (should the skills issue remain unaddressed)
- Proposal (proposals developed by Asset Skills and partners to address each issue)
- Action for employers (the action needed by employers to address each skill issue)
- Action for partners (the partners that would need to be involved in addressing each skills issue and the action required of them)

## Cleaning Industry Action Plan

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>1. Making the cleaning industry more attractive as a career option</b>						
Professional bodies, providers and employers all recognise the urgent need to improve the attractiveness of cleaning as a career option.	Cleaning operatives, supervisors, site managers, area managers and contracts managers.	The sector image is a major problem in attracting people to the cleaning industry.  People are less likely to be attracted without a clear career progression and qualifications pathway.	The industry continues to attract people by default. Such individuals often do not have commitment to the industry or loyalty to employers.  This contributes to a high labour turnover and associated costs.	The development of a broader and more structured career and qualification pathway to promote the idea of a career in cleaning.	Creation of more structured career pathways within individual cleaning companies.	Joint activity between the CSSA, BICSc, ADM and Asset Skills along with other potential partners including the Learning and Skills Development Agency, Learning & Skills Council, Connexions Learn Direct, Next Steps, Job Centre Plus, Prospects, Basic Skills Agency, Government Skills and Skills for Health to develop coherent career pathways.
<b>2. Developing more attractive cleaning jobs</b>						
52% of the workforce is in part-time employment (compared to 26% in the UK economy) often involving unsocial hours. 82% of occupations are elementary (compared to 12% in the UK economy).  Professional bodies and employers consider that a move to daytime cleaning and combining jobs will enable more attractive cleaning jobs to be offered.	Cleaning operatives.	The key is to increase the hours cleaners are able to work to enable a living wage.  Contractors can achieve higher levels of productivity and increase their margins.  Need for enhanced communication skills and team working linked to entry level competencies such as customer care.	Companies are unable to attract and retain staff.  Continuation of part-time working and anti-social hours.  Contributes to a high labour turnover and associated costs.  Firms experience difficulty meeting operational targets.	Making cleaning jobs more attractive through additionally skilling cleaners, combining jobs, positively encouraging the trend towards daytime cleaning or simply increasing hours.  More attractive jobs will also enable employers to offer the possibility of a wider range of careers within the industry (see 1. above).	Clients and their associated procurement activity are key to more attractive cleaning jobs.  Adoption of new technology as a means of enabling more jobs to be full time and completed in the day time.  Training in customer care, communication and basic skills.	Influence procurers of cleaning services through professional bodies including CSSA, BSA and FMA.  Development of a support pack in relation to the development of more attractive cleaning jobs through the combining of different job roles and promotion of daytime cleaning. DWP and Jobcentre Plus.  Key brokerage role for Asset Skills in relation to employers and the provision of Skills for Life training and Migrant Workers Project.

## Cleaning Industry Action Plan (Cont)

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>3. Encouraging employers to offer more attractive employment packages</b>						
<p>Poor terms and conditions of employment.</p> <p>Many private sector cleaning contractors have staff turnover rates of between 50-100%.</p>	Cleaning operatives and supervisors/managers.	<p>Low wages and poor service conditions leading to a high level of turnover aggravates and compounds the problem.</p> <p>Professional bodies and providers believe that employees must feel valued if they are to stay in the industry.</p>	<p>Companies are unable to attract and retain staff.</p> <p>Continuation of low pay and poor terms and conditions leading to high labour turnover and associated costs.</p> <p>Firms experience difficulty meeting operational targets.</p>	The development of a more attractive employment package for the industry and cleaning operatives in particular. The employment package should look at wage levels, hours worked, holiday and sickness pay and pensions.	<p>Solution will require client 'buy in'.</p> <p>Productivity improvements as a means of funding more attractive employment packages.</p> <p>Development of a team approach towards the organisation of cleaning jobs.</p>	Making and promoting the economic case for more attractive employment packages and the adoption of alternative business models by contract cleaning companies. All SSCs in the SfB network, TUC and DTI.
<b>4. Producing a more attractive brand for the cleaning industry</b>						
<p>The industry currently has a low status and the importance of cleaning is not sufficiently valued.</p> <p>The average GVA per employee in the cleaning industry was about £15,886 in 2003, less than half the UK all sector average (£34,984).</p>	Cleaning industry.	<p>The sector image is a major problem in attracting people to the cleaning industry.</p> <p>Lack of understanding of career prospects and opportunities.</p>	The industry continues to attract people by default. Such individuals often do not have commitment to the industry or loyalty to employers.	Producing a more attractive brand for the industry following consultation with employers and professional bodies.	<p>Research on branding to involve cleaning companies.</p> <p>Focus on service quality.</p>	<p>Determining 'brand' and development of a marketing led approach to re-branding the cleaning industry.</p> <p>CSSA, BICSc, ADM, ABCD, BCC and Asset Skills. Also IAG Networks and Trade Press.</p>

## Cleaning Industry Action Plan (Cont)

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>5. Making it more attractive for employees in the sector to undertake training and skill development activities</b>						
<p>Professional bodies and training providers currently believe that the current status of training is poor within the industry with a low penetration in cleaning training and associated competences. Only 19% of companies surveyed had a budget for training expenditure. 39% of the workforce has no qualifications (compared to 12% in the UK economy).</p> <p>Cleaning contractors face considerable barriers to training and skill development.</p>	<p>Cleaning operatives and supervisors/managers</p>	<p>Need for client company 'buy in' to enable contractors to provide relevant training and skills development activities.</p> <p>The government will increasingly be seeking contributions from employers for NVQ provision from September 2006.</p> <p>Use of 'Skills Pathway Card' to enable recording of all training activity undertaken for presentation to different employers.</p>	<p>Skill deficiencies have an adverse impact on business performance. Companies fail to maximise their potential for productivity growth. The lack of training provided by cleaning companies is unlikely to be sustainable and the government may consider the introduction of statutory levies if the performance of the sector does not improve in this regard.</p>	<p>Making upskilling of the cleaning industry a major priority.</p> <p>Tackle the high proportion of cleaning operatives with low level or no qualifications and their significant skills gaps (including employability, basic skills, communication and technical cleaning skills).</p> <p>Development of supervisory management and team leader skills.</p>	<p>Influence clients and associated procurement activity so that skills, training and development forms part of cleaning contracts and motivates employers to train their staff.</p> <p>Explore the possible use of training clauses with public sector organisations.</p> <p>Encourage the role of suppliers in training cleaners and promoting the benefits of skill development.</p> <p>Effective training needs analysis and development of Training Plans.</p>	<p>Raise awareness of the practical use of HRM strategies to improve business performance.</p> <p>Research and pull together existing evidence to make and promote the business case for training and skill development in terms of impact on productivity, retention, product usage, downtime of equipment and machinery and a more adaptable workforce.</p> <p>Developing support materials for Training Needs Assessment and training and development activity.</p> <p>BICSc, CSSA, ADM, Asset Skills, LSC, All SSCs in the SfB network, SkillsPus (UK), Basic Skills Agency &amp; TUC.</p>

## Facilities Management Action Plan

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>1. Developing career pathways within FM</b>						
Widely agreed by employers and professional bodies / associations that: a) the completion of a standards and qualifications framework is needed for the development of the FM industry. b) There is a need for qualifications at the assistant / junior / technician levels (NVQ Levels 1 -3).	FM industry.	An important challenge facing the industry is to improve the awareness, definition, visibility and credibility of FM qualifications. Lack of supply side definition and job roles.	Limited entry from young people and no clear career pathways.	Develop career pathways within FM.	Building training provision around standards and associated qualifications.	Development of career pathways and qualifications.  Asset Skills to develop lower level entry routes to FM through cleaning and other SSCs who could potentially provide lower level entry routes to FM (i.e. Construction Skills, Summit Skills, People 1 <sup>st</sup> ). Involvement of wider SFB network, QCA, Connexions, LSC, Learning & Skills Network, Learn Direct, Next Steps, Job Centre Plus, Prospects, BIFM, FMA & IFM.
<b>2. (a) Raising the profile of the FM industry</b>						
Employers, professional bodies / associations and providers consistently raised the poor visibility, lack of definition and profile of the FM industry and the careers within it as an important issue.	FM industry.	Sector image is a major problem. Low uptake on HE provision. Industry lacks clear definition of functions and 'limits'. Poor marketing of careers.	Firms continue to experience difficulties in recruiting facilities managers.  Adverse impact on the future development of the industry.	Introduction of a range of initiatives aimed at raising the profile of the FM industry  Developing the FM industry in the context of the broader built environment agenda.	Promotion of the opportunities available within the FM industry.	Promote greater understanding of FM and its importance to construction and the built environment.  Asset Skills to work with RDAs, RSPs, LSC, Connexions, Learn Direct , Next Steps, Job Centre Plus and Prospects.
<b>2. (b) Attracting people into the FM profession</b>						
Aging workforce profile (37% are aged 50 or over compared with just 25% in the UK). Lack of entry levels – an almost complete block in the FM career development path at all levels below level 4.	All levels, but with a particular focus on Assistant / junior / technician levels within the FM industry.	Currently very little FM provision within FE. Currently 0.2% of expenditure that falls within the Asset Skills footprint is spent on FM course provision within FE. Attracting people to the industry will help ensure that there is an even flow of skilled staff moving into supervisory and management roles.	No recruitment at lower and junior posts will result in few experienced Facilities Managers feeding through into middle and senior management in the short – medium term.	Attracting people into the profession by marketing FM as a career of first choice as well as second choice (by encouraging people to enter the industry as a career change/development).	Involvement in the development of career paths for Assistant / junior / technician levels within the FM industry. Engagement in career promotion opportunities.	<ul style="list-style-type: none"> <li>Promotion of the Diploma in the Built Environment.</li> <li>Promoting opportunities and careers.</li> <li>Development of careers information.</li> </ul> LSC, Connexions, Learn Direct, Next Steps, Job Centre Plus, Prospects, Professional bodies and trade journals.

## Facilities Management Action Plan (cont)

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>3. Refining HE/FE provision</b>						
Generally low take up on postgraduate and particularly undergraduate provision.	FM industry.	Developing FM provision in the context of the broader built environment agenda. Involvement of the Centre for Education for the Built Environment. Occupational standards and effective marketing will assist FE and HE providers to recruit onto FM provision.	Continuing strain on the viability of FM course provision.	To review the content and modes of delivery being used within FE/HE to create a better "fit" with the needs of employers and new entrants to the sector. In particular, more attention needs to be given by FM providers to employer engagement activities.	Seek to influence course content through working with FE/HE, job shadowing, business mentoring and work experience.	Developing and hosting of a forum for training providers, professional bodies, Learning and Skills Development Agency, LSC, FEFC, Association of Colleges, FE & HE providers of FM courses to review FM course content / overall provision. Promotion of Foundation Degree and specialised Diploma in the Built Environment.
<b>4. Effective representation of the industry</b>						
Fragmented support infrastructure within the FM industry with potential for overlap and duplication between different professional bodies / associations.	FM industry.	Professional bodies and associations have an important role in improving the status of the FM profession.	Continuing impression of a lack of coherence in the support provided to the industry.  Adverse impact on raising the profile of the FM industry.	With the agreement of an action plan to improve business performance within the facilities management industry there is an opportunity for the industry to speak with a single voice and develop a more unified approach to the representation of the facilities management industry.	Coordinate the approach of FM organisations to create a single voice for the industry.	Work with professional and trade bodies within FM including BIFM, BSA, CIOB, i-FM, FMA, IFMA, RICS and support other initiatives (i.e. ActionFM) to secure the agreement of an action plan to improve business performance within the facilities management industry.

## Housing Industry Action Plan

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>1. Making housing more attractive as a career option</b>						
31% of those working in the housing industry are aged 50-64 compared to 25% in the UK economy as a whole. Only 9% of the workforce are aged 24 or under compared with 15% in the UK economy.	Housing industry.	Lack of awareness of the career opportunities and choices. Need for further marketing of careers and related qualifications to attract new people into the industry. Emphasis on social welfare and the breadth of career opportunities. About 85% of housing learners in FE are aged 25-59 and only 4% of learners in HE were below the age of 20.	Housing has an aging workforce which has major implications for future recruitment into the industry. The attraction of new personnel to the industry and retention of existing talent is clearly important and there appears to be a particular need to promote the industry to young people.	More effectively market and promote housing as a career of opportunity and choice and highlight the considerable benefits to working in the housing industry.	Involvement in the development and marketing of career paths.  Engagement with school and colleges at a local level.	Involvement of CIH, NHF, Academy for Sustainable Communities, Connexions, Learning and Skills Development Agency, Next Steps, Job Centre Plus and Prospects in order to: <ul style="list-style-type: none"> <li>• Develop good quality career pathway information for the industry linked to qualifications.</li> <li>• Improve careers guidance in secondary schools / FE / HE.</li> <li>• Develop a toolkit for employers in relation to engagement in local initiatives.</li> </ul>
<b>2. More effective employer engagement with FE and HE</b>						
Qualitative research has revealed that employers do not feel that FE/HE course provision reflects changing trends and requirements.	Housing industry.	Significant and increasing trend towards in-house provision.  FE and HE will need to both develop demand and provide more flexible and bespoke course provision in order to meet the needs of housing organisations.	An increasing number of employers that do not use FE/HE course provision could start to undermine the viability of existing courses.	Encourage FE / HE providers to develop more successful approaches to employer engagement and associated provision to ensure that course content reflects employers needs.	Engagement in providing specific proposals on how course content needs to change. In particular, the identification of skills mix needs and future trends within the industry.	CIH, NHF, Learning and Skills Development Agency, FE and HE Providers and Asset Skills to facilitate contact and networking between employers and providers in HE/FE, which is to be coordinated at a regional level in England (to tie in with proposal 4. below). Publication of good practice.

## Housing Industry Action Plan (Cont)

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>3. Providing more housing managers</b>						
Shortage of suitably qualified and experienced housing managers, particularly in the south of England.	Housing managers.	Future expansion of the industry and replacement demand likely to exacerbate the current recruitment difficulties. Move towards the development of a core housing management curriculum with associated range of specialisms.	Firms fail to maximise their potential for growth in productivity and improved business performance.	Tackle the shortage of suitably qualified and experienced housing managers so that recruitment difficulties are reduced. Identification of the skills mix needed by employers.	Promotion and support of training leading to housing management qualifications and upskilling of existing staff in relation to generic management skills needed for effective succession planning.  Encouraging tenant representatives and other Board members to undertake management training/qualifications.	CIH, NHF and Asset Skills to identify the management skill mix needed by employers and ensure the provision of programmes for the development of leadership and senior management. Development of a network of coaching and mentoring for potential housing managers. Publication of good practice.
<b>4. To encourage a single voice for housing provision.</b>						
The housing sector overall is generally well catered for at all levels. However, employers and professional bodies have indicated that existing housing provision is limited and could be more effectively coordinated in some regions/nations.	Housing industry.	The priorities outlined by housing employers and providers in relation to future provision particularly focussed on the development of new modes of delivery including distance learning, online computer based learning and other more flexible modes of learning (i.e. online and attendance).	Potential impact on access to course provision and the supply of qualified housing officers.	To encourage a single voice for provision in the housing industry so that relevant and appropriate provision at a national and regional level is available and more effectively coordinated on behalf of employers.	Establish employer views in relation to provision within the 4 nations and regions.	CIH, NHF, Regional Development Agencies, Regional Skills Partnerships, LSC and Asset Skills to ensure that providers in the English regions collaborate and coordinate all housing provision so that the use of public investment in the sector can be maximised. Showcase best practice.

## Housing Industry Action Plan (Cont)

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>5. Developing qualifications</b>						
Demand for specialist skills and qualifications, particularly at a higher level (i.e. regeneration and development).	Housing industry.	<p>More thorough assessment of the supply side picture needed.</p> <p>Specialist skills in a range of areas need to be developed within the housing industry (i.e. working with the elderly or vulnerable people).</p>	Lack of relevant and appropriate qualifications in fundamentally important areas of current and future housing activity.	Develop clarity in the relationship between core housing management training/qualifications and the demand for qualifications in an increasing range of housing specialisms.	Employer involvement in the development of new qualifications.	Testing on the need for new qualifications. Coordinated information on what housing qualifications are available and what qualifications are currently in the course of development. CIH & Asset Skills.

## Property Industry Action Plan

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>1. Tackling the gender and age deficit within the surveying profession</b>						
Only 10% of all Chartered Surveyors are female. Research indicates that the average age of surveyors is mature. 9% of the workforce are aged 24 or under and 31% aged 50 or over (compared with 15% and 25% respectively in the UK economy).	Chartered Surveyors.	Available evidence indicates a slight shortage on the supply side at level 4 and above. Considerable shortage of provision below level 4 across the UK. Broadening the entry routes into the profession through NVQ and Foundation degrees is likely to enable increased access to the profession by young people. Promote the specialised Diploma in the Built Environment for 14-19 year olds.	Continuing age and gender imbalance within the industry. The profession is not attracting the best young talent. Surveyors are an aging workforce which has major implications for future recruitment into the industry.	Encouraging more young people into the industry.  Attracting more women into the profession.  Research into the precise nature of the barriers to women entering the profession using other professions as a benchmark.	Review of recruitment practices.	Support and work with the RICS Task Force on their 'Raising the Ratio' campaign. Work with RICS, DTI & the Women Equality Unit, Learning & Skills Network, Connexions, Regional Skills Partnerships and IAG Networks across the 4 nations to: <ul style="list-style-type: none"> <li>• Encourage young people to think about surveying as a career.</li> <li>• Extend the activities of the Chartered Surveyors Training Trust.</li> <li>• Encourage more provision below level 4 to enable students to join a path of career progression.</li> </ul>
<b>2. Undergraduate provision which better meets the needs of employers</b>						
Employers have reported that considerable skills gaps exist between academic knowledge and the reality of undertaking the practical work involved in being a Chartered Surveyor.	Chartered Surveyors.	Provision orientated more towards employer needs in relation to practical surveying and business management skills.  Interviews with providers in HE indicated that there was generally insufficient engagement with employers although there were notable exceptions.	Reduction in the value that employers place on Chartered Surveying course provision.	Ensuring that undergraduate provision better meets the needs of employers in the surveying profession.	Engagement in providing specific proposals on how course content needs to change within HE/FE. Identification of the skills mix needed mix needed by employers.  Provision of opportunities for job shadowing, business mentoring and work experience.	Work with the RICS, & HE Providers on the introduction of more vocational course content.  To engage, understand and better reflect the needs of employers in relation to course content and associated qualifications. Link with elements of 1. above to improve employability of young people entering the surveying profession. Promote the specialised Diploma in the Built Environment for 14-19 year olds.

## Property Industry Action Plan (cont)

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>3. Licensing estate agency</b>						
Public concern over the activities of estate agents and work of the OEA. Relatively poor record on training and skill development, particularly in small practices.	Estate Agents.	A compulsory redress scheme and future legislation to cover the activities of estate agents is likely to increase the requirement for qualifications and lead to a greater emphasis on compliance and therefore training and skill development amongst employees, particularly management and team leadership and customer service skills. Licensing and associated standards would be linked to NOS.	Continued operation of estate agents that are unqualified and who are not required to demonstrate competence in estate agency practice.  Further erosion of public confidence in the credibility and perception of the sector.	To support the licensing of estate agency as a means of demonstrating competence and also the adoption of standards in estate agency practice.	Carrying through compliance with better business practice.	Promote the adoption of licensing and standards within Estate Agency. Ombudsman for Estate Agency, NAEA and Asset Skills.
<b>4. Addressing industry wide skills gaps</b>						
Quantitative and qualitative survey evidence indicates a number of common skills needs across the property industry. For example, 26% of property companies have skills gaps and 25% of companies have management skills gaps.	Property industry.	Flexible, bespoke and job relevant training needed in a way that recognises that most of the industry consists of small and micro-sized businesses and small teams of workers.	Firms fail to maximise their potential for growth in productivity and improved business performance as a result of a lack of investment in skills. Less able to change and adapt to new market conditions.	Address a number of skills needs which appear to exist across all occupations and sub-sectors of the property industry <ul style="list-style-type: none"> <li>• Technical skills,</li> <li>• Customer service skills</li> <li>• IT skills</li> <li>• Business management</li> </ul>	Promote and support training and development opportunities.	To ensure that industry employers have ready access to generic skill development solutions and provision which is geared to the specific needs of the property industry. Developmental package of business management training in conjunction with the RICS, NAEA, Chartered Management Institute, FE & HE providers which also examines costs/benefits.

## Property Industry Action Plan (cont)

Evidence	Industries and/or occupations affected within Asset Skills footprint	Supply side picture	Impact	Proposal	Action for employers	Action for partners
<b>5. Address the under-supply of town planners</b>						
The RTPI point to considerable recruitment difficulties in the profession. In 2005 some 66% of local authorities indicated that they had recruitment difficulties (an increase of over 6% on the previous year).	Town planners.	Need to develop provision below university degree level in order to try and increase the number of access points to the planning career ladder. Development of broader skills mix in relation to the built environment and promotion of the specialised Diploma in the Built Environment for 14-19 year olds.	Local authorities unable to meet statutory and operational deadlines due to a shortage of skilled labour.	Address the under-supply of planners in the UK.	Support lower level entry routes.	Work with the RTPI, the Academy for Sustainable Communities, Connexions, Next Steps, Job Centre Plus, and Prospects in order to develop lower level entry routes into the planning profession via an NVQ or foundation degree. Also work with GoSkills in relation to meeting the demand for transportation planners. Work with SkillsPus (UK) to promote the benefits of work in local government in relation to all jobs that fall within the Asset Skills footprint.
<b>6. Address recruitment difficulties in relation to Block Managers</b>						
Residential managing agents have experienced recruitment difficulties. Increase in requirement for qualified property managers estimated at 100-150 per annum in England and Wales.	Block Managers.	Limited uptake of provision.	Firms fail to maximise their potential for growth in productivity and improved business performance as a result of a lack of investment in skills. Less able to change and adapt to new market conditions.	Give specific attention to recruitment difficulties being experienced in the block management sector.	Promotion and support of training leading to professional qualifications, particularly amongst new entrants.	Work with ARMA, RICS and the Academy for Sustainable Communities to: <ul style="list-style-type: none"> <li>• Produce marketing and promotional materials</li> <li>• Raise the profile of the block management sector</li> <li>• Support recruitment initiatives</li> <li>• Carry out further research on the barriers to recruitment in the sub sector</li> </ul>

## Glossary of acronyms

ABCD	The Association of Building Cleaning Direct Service Providers
ADM	Association of Domestic Management
ARMA	Association of Residential Management
BCC	British Cleaning Council
BICSc	British Institute of Cleaning Science
BIFM	British Institute of Facilities Management
BSA	Building Services Association
CIOB	Chartered Institute of Building
CIEH	Chartered Institute of Environmental Health
CIH	Chartered Institute of Housing
CSSA	Cleaning and Support Services Association
DTI	Department of Trade and Industry
DWP	Department for Work and Pensions
FEFC	Further Education Funding Council
FMA	Facilities Management Association
I&DEA	Improvement and Development Agency (Local Government)
IAG	Information Advice & Guidance
i-FM	Information Facilities Management ( <a href="http://www.i-fm.net">www.i-fm.net</a> )
IFMA	International Facilities Management Association
LSC	Learning and Skills Council
NAEA	National Association of Estate Agents
NHF	National Housing Federation
QCA	Qualifications and Curriculum Authority
RDAs	Regional Development Agencies
RSPs	Regional Skills Partnerships
RICS	Royal Institution of Chartered Surveyors
RTPI	Royal Town Planning Institute
SfB	Skills for Business Network
SSCs	Sector Skills Councils
TUC	Trades Union Congress
UKCG	United Kingdom Co-ordinating Group (Qualifications and Standards)