

voluntaryskills.com

North East Third Sector Skills Survey 2007/2008



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1. Introduction

voluntaryskills.com is managed by the PNE Group (www.pne.org), a non-profit distributing social enterprise based in Newcastle upon Tyne, with funding from the Northern Rock Foundation¹ and European Regional Development Fund².

The website was originally launched in 2002 to help promote skills development and career progression in the Third Sector by offering free information on training opportunities in the Tyne & Wear area, before being extended across the whole of the North East in 2004. It continued to develop as part of PNE's regional Capacity Building Programme, delivered on behalf of the Northern Rock Foundation between 2004-2006 and with support from the European Regional Development Fund in 2007. In January 2008, the coverage of the site was developed further to include Cumbria.

voluntaryskills.com now contains a searchable Training Database with over a thousand Third Sector training courses and hundreds of Training Providers in the North East & Cumbria, News & Events, Job Profiles, Case Studies, Vacancies and Resources. In addition, the voluntaryskills.com e-bulletin, featuring forthcoming training courses listed on the website, is sent to over 2300 subscribers each month.

As part of the project, PNE has previously conducted research into *Training and Development Opportunities for the Voluntary and Community Sector in the North East* and *Ambitions and Aspirations of Workers and Volunteers from the Voluntary and Community Sector in the North East*, which helped feed into the *North East Voluntary and Community Sector Skills Action Plan 2005-2008* produced by One Voice Network Voluntary Sector Academy and Research Solutions in 2005 on behalf of the Learning and Skills Council (LSC).

This latest **North East Third Sector Skills Survey 2007/2008** was designed to update and help understand the current training needs of people in the sector, highlight any gaps in training provision, and identify barriers to learning across the region. It is hoped that this report will be of interest to:

- **Individual Paid Staff & Volunteers** – to help encourage them to think more about their own skills development and career progression in the sector.
- **Third Sector Organisations** – to help organisations plan their own strategic development better and provide a more rewarding working environment for both paid staff and volunteers.
- **Training Providers** - to help them develop new training programmes that are more responsive to the needs of Third Sector organisations.
- **Funders and key decision-makers** - to help them better understand the training needs and barriers to learning in the sector, so they can help devise new initiatives and programmes in partnership with Training Providers, and encourage voluntary organisations to build the full costs of training and skills development into their funding bids from the outset.

Feedback from the survey will also help PNE improve the voluntaryskills.com website, and develop new products and services that will support the sector in the future. For more information about the project please visit: www.voluntaryskills.com

¹ Northern Rock Foundation (www.nr-foundation.org.uk)

² European Regional Development Fund (www.ERDF.communities.gov.uk)

2. Research Method

The **North East Third Sector Survey 2007/2008** was carried out via an online questionnaire created by PNE and hosted on the voluntaryskills.com website between 19th November and 7th December 2007 (see Appendix 7.1 on p.24).

This was promoted through the voluntaryskills.com e-bulletins which are sent to a mailing list of over 2300 people, and articles in local and national Third Sector media.

Paper surveys were also handed out at the 'Lets Work Together' Regional Workforce Development Event in Sunderland on 22nd November, the Northumbria University 'Make A Difference' Fair in Newcastle on 27th November, the VONNE (Voluntary Organisations' Network North East) AGM and Conference in Stockton on 30th November 2007 and completed by members of a focus group held at First Step, a multi-racial project based in Newcastle upon Tyne, offering non-formal learning and volunteering opportunities for women and their families.

A total of 282 surveys were completed, and the following report is an analysis of both these results and the data held on the voluntaryskills.com website over 12 months between January and December 2007 (see section 3.20 on p.14).

The report has also taken into account evidence from other regional and national research into skills and training in the sector that is listed in the Bibliography on p.40 and information gathered from various Third Sector events we attended in 2007.

For the purposes of our project and this research we have decided to use the term 'Third Sector' rather than Voluntary and Community Sector (VCS) as it refers to a more inclusive range of relevant organisations including voluntary and community groups, not-for-profit organisations, social enterprises, arts organisations, sports organisations, charities and community interest companies.

Throughout this report we have also regularly used the term 'Training Provider', which refers to any individual or organisation providing training or support to the Third Sector. Many of the Training Providers featured on our voluntaryskills.com website are Third Sector organisations, but Training Providers may also belong to the private or public sector too, if their services are aimed at the Third Sector.

At the time of the survey, the voluntaryskills.com website did not include Cumbria and therefore the following research results are related to the North East only.

3. Analysis of survey results

3.1 Sex

Over three quarters of our survey respondents (75.27%) were female, which is slightly higher than the 69% of voluntary sector employees who are female given in the *UK Voluntary Sector Almanac 2007* (Clark, 2007).

3.2 Age

The age of respondents to our survey was fairly evenly spread between 31-50yrs, with the highest age group between 41-50 (29.08%), followed by 51-60 (24.47%) and then 31-40 (24.11%).

However, only 15.25% of respondents (43 people) were aged 21-30, dropping to 6.05% (17 people) aged 61+, and just 1.06% (3 people) Under 21.

Age	Response (%)
41-50	29.08
51-60	24.47
31-40	24.11
21-30	15.25
61+	6.05
Under 21	1.06

Table 1. Age of survey respondents (%)

3.3 Race

The overwhelming majority of respondents to our survey described themselves as White British (92.55%) which is in line with the 2001 Census data, where 97.62% of the people in the North East were categorised as White British.

3.4 Where people live

The North East region is divided into four sub-regions of Durham, Northumberland, Tees Valley and Tyne and Wear.

Over half of our respondents said that they lived in the Tyne and Wear (55.07%) area, with the highest number of these people living in Newcastle (19.20%), followed by Sunderland (8.70%), North Tyneside (8.33%) and then Gateshead (7.61%) respectively.

The sub-region with the second highest number of respondents living there was Durham (21.37%), followed by Tees Valley (11.96%) and then Northumberland (11.59%).

Areas with the lowest number of respondents living there include Berwick (1), Morpeth (1) and Alnwick (3) in Northumberland, Teesdale (1) and Hartlepool (4) in Tees Valley, and Easington (4) in Durham.

3.5 Where people work / volunteer

When asked 'Where is your organisation based?', over half of our respondents said they were located in Tyne and Wear (58.87%). Furthermore, over a quarter said that their organisation was based in Newcastle (25.81%), followed by Sunderland (10.48%) and then Gateshead (6.45%), which are all in the Tyne and Wear area.

This was followed by a more even distribution across Durham (13.72%) and Tees Valley (13.71%), with just 9.67% in Northumberland.

Areas with the lowest number of organisations responding to our study include Derwentside (0) in Durham, Teesdale (0) in Tees Valley, and Alnwick (1), Berwick (1), Blyth Valley (1) and Wansbeck (1) in Northumberland.

10 people said that their organisation was based outside the North East, although the majority of these were national organisations with an office or branch in the region, and a head office elsewhere.

The table below compares where our survey respondents live and work, based on the sub-regions and local authority districts used by the voluntaryskills.com website:

Location	Where people live (%)	Where people work (%)
Durham	6.52	5.65
- Chester-le-Street	2.90	1.21
- Darlington	3.62	2.02
- Derwentside	2.17	0
- Easington	1.45	2.02
- Sedgefield	2.54	1.61
- Wear Valley	2.17	1.21
Northumberland	3.26	4.44
- Alnwick	1.09	0.40
- Berwick	0.36	0.40
- Blyth Valley	2.17	0.40
- Morpeth	0.36	2.02
- Tynedale	1.81	1.61
- Wansbeck	2.54	0.40
Tees Valley	0.36	4.44
- Hartlepool	1.45	1.61
- Middlesbrough	2.90	2.82
- Redcar & Cleveland	2.54	2.42
- Stockton on Tees	4.35	2.42
- Teesdale	0.36	0
Tyne and Wear	6.16	9.68
- Gateshead	7.61	6.45
- Newcastle	19.20	25.81
- North Tyneside	8.33	3.63
- South Tyneside	2.90	2.82
- Sunderland	8.70	10.48
Outside the North East	2.17	4.03

Table 2. Where Third Sector people live and work in the North East

3.6 Employment status

Most people who took part in our survey were 'Employed (Full Time)' (63.69%). Only 16.62% said they were 'Employed (Part Time)', which is much lower than the part time figure of 39% that was reported in the *UK Voluntary Sector Almanac 2007*. Only 25 people (7.69%) said they were 'Volunteers', whilst 11 people (3.38%) described themselves as a 'Trustee' (which can also be classed as a volunteer role).

3.7 Job title

A wide range of different job titles were given by people completing the survey, from Volunteer and Project Worker all the way up to Director and Chief Executive.

However, the most common job title was 'Manager' (65 people), followed by various different types of 'Officer' (37 people), 'Coordinator' (34 people), and then 'Worker' (as in Youth or Project Worker) with 20 people.

This may be because people in managerial or supervisory roles are more likely to be a named contact for an organisation or have some responsibility for keeping informed of the latest training opportunities in the region.

A full list of Job Titles or Roles can be seen in Appendix 7.2 on p.33.

3.8 Education and training

Our research shows that people taking part in our survey are well-educated, with most having a qualification at LEVEL 3 or above. Impressively, nearly three quarters (73.47%) have a qualification at LEVEL 5 or above, and 98.55% are educated to LEVEL 2 or above (see below).

Highest level of qualification, in any subject	%
LEVEL 8 (Specialist Awards and Doctorates)	1.43
LEVEL 7 (Masters Degrees, Postgraduate Certificates and Postgraduate Diplomas)	21.86
LEVEL 6 (Bachelors Degrees with Honours, Graduate Certificates and Graduate Diplomas)	29.75
LEVEL 5 (HNCs and HNDs, NVQ 5, Foundation Degrees, Ordinary Bachelor Degrees, Diplomas of FE and HE)	18.28
LEVEL 4 (Key Skills level 4, NVQ 4, Certificates of Higher Education)	12.54
LEVEL 3 (A Levels, GCE in applied subjects, Key Skills level 3, NVQ 3)	8.96
LEVEL 2 (GCSE grades A*-C, Key Skills level 2, NVQ 2)	3.58
LEVEL 1 (GCSE grades D-G, Key Skills Level 1, NVQ 1)	0.72
ENTRY LEVEL (Entry level certificates, introductory courses)	0
NONE	0.72
DON'T KNOW / NOT SURE	2.15

Table 3. What is your highest level of qualification (or equivalent), in any subject?

Furthermore, our survey suggests that people in the North East are better educated than other Third Sector workers in the UK, with almost three quarters of our respondents saying they had a degree or higher qualification, compared to only a third with a degree or equivalent qualification quoted by the *UK Voluntary Sector Almanac 2007*.

In comparison, when asked 'What is the highest level of THIRD SECTOR specific training you have done?' the majority of respondents said 'NONE', followed by 'ENTRY LEVEL', or answered 'DON'T KNOW / NOT SURE' (see below).

Highest level of THIRD SECTOR specific training	%
LEVEL 8 (Specialist Awards and Doctorates)	0
LEVEL 7 (Masters Degrees, Postgraduate Certificates and Postgraduate Diplomas)	4.71
LEVEL 6 (Bachelors Degrees with Honours, Graduate Certificates and Graduate Diplomas)	2.17
LEVEL 5 (HNCs and HNDs, NVQ 5, Foundation Degrees, Ordinary Bachelor Degrees, Diplomas of FE and HE)	10.14
LEVEL 4 (Key Skills level 4, NVQ 4, Certificates of Higher Education)	11.59
LEVEL 3 (A Levels, GCE in applied subjects, Key Skills level 3, NVQ 3)	14.13
LEVEL 2 (GCSE grades A*-C, Key Skills level 2, NVQ 2)	7.25
LEVEL 1 (GCSE grades D-G, Key Skills Level 1, NVQ 1)	1.45
ENTRY LEVEL (Entry level certificates, introductory courses)	14.86
NONE	19.20
DON'T KNOW / NOT SURE	14.49

Table 4. What is the highest level of THIRD SECTOR specific training you have done?

3.9 Appraisals and how often people discuss training

Almost three quarters of respondents (73.31%) said they had taken part in some training that was paid for by their organisation in the past 6 months, but only 53.41% said they had any further training lined up over the next 6 months.

Most people have an appraisal at least 'Once a year' (49.39%) or 'Every 6 months' (29.80%), which should give them an opportunity to discuss future training needs with their manager or supervisor. However, 34 people (13.88%) said they 'Never' received an appraisal and 17 received one 'Less than once a year' (6.94%).

Just under half of respondents (49%) said they discuss training needs 'Regularly' in their organisation, or 'As and when a training need is identified' (38.15%).

18 people (7.23%) said they only discussed their training needs 'in an appraisal or supervision meeting', 12 people (4.82%) 'Hardly ever' discussed them and just 2 people (0.80%) 'Never' discussed training needs.

3.10 Future training needs

Our survey asked people to tell us how interested they were in 19 different subject types that are currently used to define courses on our voluntaryskills.com website.

Respondents were asked to tell us how interested they were in each subject type on a scale of 1-5 where 1 was VERY INTERESTED and 5 was NOT INTERESTED. In the table below we have ranked the subjects in order of popularity by combining the number of people who said they were either VERY INTERESTED or INTERESTED.

Rank	Subject type
1	Education & Personal Development
2	Management & Supervision
3	Business Skills
4	Fundraising & Finance
5	Leadership & Governance
6	Coaching & Mentoring
7	Marketing & Promotion
8	Training & Assessment
9	Equality & Diversity
10	Legal Issues
11	Quality Systems & Standards
12	Health & Safety
13	Community & Youth Work
14	ICT & Administration
15	Creative & Cultural
16	Counselling & Care
17	Childcare & Protection
18	Language & Communication
19	Sport & Leisure

Table 5. Subject type ranked in order of popularity

It is interesting to see that the most popular type of training falls under the category 'Education & Personal Development', which includes courses such as Assertiveness, Listening Skills, Time Management and Anger/Stress Management and are all related to self-improvement. 'Personal Development' was also found to be the most popular type of training in PNE's 2005 report *Ambitions and Aspirations of Workers and Volunteers from the Voluntary and Community Sector in the North East*.

Although it may not come as a great surprise to see 'Management & Supervision', 'Business Skills', 'Fundraising & Finance' and 'Leadership & Governance' appear in the top 5 most popular subjects, it is a surprise to see that 'Marketing & Promotion' is one of the subjects people said they were most interested in, when the Third Sector has traditionally avoided this subject area in the past, believing it to be more suited to the business world (Sargeant, 1999). Perhaps this new popularity is because people in the Third Sector have started to recognise that even though they are delivering services rather than products, it is becoming increasingly important to promote 'the message' to their clients, funders and stakeholders.

It is also interesting to note that although 'Advanced IT or software skills' and 'Basic computer literacy / using IT' were identified as a key priority by the *North East Voluntary and Community Sector Skills Action Plan 2005-2008*, and 'Strategic use of

IT' and 'Basic computer literacy / IT' were the top skills gaps cited in the more recent *Voluntary Sector Skills Survey 2007*, our research shows that people in the North East are much less interested in this type of training, with 'ICT & Administration' only ranked 14 out of a possible 19 different subjects. (This topic is explored further in our *North East Third Sector ICT Survey 2008* that was commissioned by VONNE).

In addition to the general subject types above, lists of specific training needs for individuals and organisations can be seen in Appendix 7.3 and 7.4 on pages 36-39.

3.11 How people find out about training

The most popular sources of information for training opportunities in the sector are 'Training Provider flyers / emails / prospectus', followed by 'voluntaryskills.com' and then 'Local CVS or VDA e-bulletins or newsletters'.

Although a large number of respondents said that they usually hear about training opportunities through 'Face to face / word of mouth', or from their 'Line Manager / Supervisor', these figures have fallen since PNE's 2005 report when 26% of people said that 'work colleagues' were the biggest source of training information.

How people find out about training opportunities	%
Training Provider flyers / emails / prospectus	17.86
voluntaryskills.com	16.13
Local CVS or VDA e-bulletin / e-newsletter	15.69
Face to face / word of mouth	12.45
Line Manager / Supervisor	11.47
Internet search (e.g. Google)	9.85
HR Department / Training Coordinator in your organisation	6.82
Volunteer Centre	4.87
Local council magazine / newsletter	3.03
Family / friends	1.84

Table 6. How do you currently find out about training opportunities?

3.12 Which newspapers / magazines people read on a regular basis

To help us gain a better understanding of how Third Sector people in the North East get to hear about latest news, events and possibly training opportunities, we also asked them to tell us which newspapers and magazines they read on a regular basis. The top 10 most popular publications are listed in the table below:

Rank	Newspaper / Magazine
1	Evening Chronicle
2	Guardian
3	Third Sector magazine
4	Metro
5	Journal
6	VS (Voluntary Sector) magazine
7	Northern Echo
8	Herald & Post
9	Sunderland Echo
10	Evening Gazette

Table 7. Which newspapers / magazines do you read on a regular basis?

3.13 Factors influencing choice of training

Our survey asked people to tell us how important certain factors were when choosing a training course, by ranking each one from 1-8 where 1 was MOST IMPORTANT and 8 was LEAST IMPORTANT.

From this data we have ranked the factors in order of importance by combining the positive scores they received between 1-4.

Rank	Factor
1	Cost
2	Level of Training
3	Reputation of Training Provider
4	Duration
5	Time of day / day of week
6	Location of Venue
7	Type of Venue
8	Food / Catering

Table 8. Importance of factors when choosing a training course

It is perhaps not surprising that 'Cost' was given as the most important factor when choosing a course when training budgets may be small or non-existent, but that is not to say that Third Sector organisations are completely unwilling to pay for training if they believe it is of value to their staff, volunteers or organisation as a whole.

There is some concern by Training Providers in the Third Sector that participants may not value free training as much as courses that are more expensive, leading to an increase in dropout rates. To try and test this theory, we asked people if they were more likely to cancel or miss a training session if the training was free of charge, but 69.75% said that they disagreed or strongly disagreed this was the case.

It is interesting to note just how important the 'Level of Training' is, with 65.84% of respondents also telling us elsewhere in the survey that it was 'Important' or 'Very Important' for their next course to be accredited and lead to a qualification.

It is also worth highlighting just how important the 'Reputation of Training Provider' is to people when deciding which training to go for. Additional feedback to the survey strongly suggests that when faced with a choice of very similar training courses, the reputation of a Training Provider, the participants previous experience of using them, or knowing someone who had already been on one of their courses and found it useful, was often more important than the price of training.

People also told us that if the course description sounded directly relevant to their needs, this would supersede the cost up to a certain point, and so it is important for Training Providers to remember this when marketing and promoting their courses.

3.14 Preferred day and time of training

Although efforts have been made to deliver Third Sector training on a weekend to accommodate trustees, our survey showed that Saturday and Sunday were the least popular days of the week to attend training (4.23% and 2.03% respectively), whilst Monday to Friday are virtually equal in popularity (ranging between 17.71%-20%).

Furthermore, when asked 'What is the most convenient time of day for you to attend training?', the least popular were 'Evening (between 5pm-10pm)' courses with just 7.52%, whilst 'Morning', 'Afternoon' and 'Anytime of the day' were evenly split between 28.32%-33.58%. From these results, we can see that most people are willing to take time out from their daily activities to attend a training course or event if they believe it is useful and relevant to their needs.

3.15 Preferred method of learning

When asked what their preferred method of learning was, the overwhelming response given was 'Classroom-based' training, followed by 'In-house (i.e. delivered at your workplace)', 'Distance learning/Correspondence course', 'e-learning' and then 'Self-taught' respectively (see below):

Preferred method of learning	%
Classroom-based	63.44
In-house (i.e. delivered at your workplace)	15.05
Distance learning / correspondence course	8.60
e-learning (i.e. web-based training course, online exam or podcast)	6.81
Self-taught	6.09

Table 9. What is your preferred method of learning?

Although the scores for non-classroom based methods of learning are low, this is not to say that they should be completely ignored for fear of low take up. It may simply be because alternative types of training are currently in short supply, with the majority of courses listed on voluntaryskills.com in 2007 being classroom-based. For example, it is possible that e-learning will become more commonplace in the future, and could be of great use to overcoming geographical barriers in more rural areas in combination with other more traditional forms of training and support.

3.16 Barriers to learning

Our survey shows that the most common barriers to training faced by people in the sector are a 'Lack of funding', 'Courses too expensive' or a 'Lack of time'.

In addition, although nearly half of those surveyed (46.6%) 'Agree' or 'Strongly Agree' with the statement 'There are lots of opportunities for skills development and career progression for people in the Third Sector of the North East', 17.47% (142 people) told us that a 'lack of suitable courses in their local area' was one of the biggest barriers to learning. A further 36.30% said there were 'not enough training courses to satisfy (their) needs in their local area', whilst 40.57% were not sure. (Appendix 7.3 on p.36 shows a full list of training courses people told us they would like to do but were unable to find).

Furthermore, nearly half of our respondents (49.29%) 'Agree' or 'Strongly Agree' with the statement 'There is lots of information on training opportunities, but not enough guidance on what is right for me and my organisation', indicating a need for better signposting and information on progression routes in the sector.

3.17 People's willingness to travel to training

When asked how prepared they were to travel to training, it was encouraging to see that 35.36% of respondents were 'willing to attend training that takes place

anywhere in the North East', 11.43% would 'travel anywhere in the North of England', and 33.21% were 'willing to travel to training that takes place anywhere in the UK'. However, it is likely that most people will still only travel outside the region to towns and cities with good transport links, and it has been mentioned to us that it can sometimes seem easier to attend a training course in Leeds, Manchester or London than certain parts of the North East!

Conversely, it is worth noting that 20 people (7.14%) said they would only attend training that took place in their 'local village / town / city', and 36 people (12.86%) would 'only attend training that is available in (their) local district / county'.

3.18 Car usage vs. public transport

The majority of respondents (78.85%) said they had 'Access to a car they could use to get to training courses that take place during the day'.

However, almost the same number of respondents who 'did not have access to a car' (21.15% / 59 people) agreed that poor public transport links to a venue had stopped them from attending a training course in the past (24.47% / 69 people).

Therefore, although it may seem obvious, it is vitally important for Training Providers to ensure that when choosing venues to deliver their courses, they should not only have good parking facilities for car owners, but are also easily accessible for people travelling by public transport. If not, they may be inadvertently creating barriers for a significant number of people in the Third Sector.

3.19 voluntaryskills.com

Almost 25% of our survey respondents (or 1 in 4 people) told us they had booked onto a training course as a direct result of reading about it on our voluntaryskills.com website or in our monthly e-bulletins. Based on this data, and the fact that 62,245 people visited our website between January and December 2007, we estimate that around 15,561 people (25% of 62,245) booked onto a training course because of voluntaryskills.com in 2007.

The table below shows what other products and services people said they would like to see voluntaryskills.com introduce, and so we will be using this information and other feedback we have received to plan future developments of the website.

Products & Services	%
Downloadable factsheets	20.54
Online training materials & publications	19.64
voluntaryskills.com sponsored training & events	13.80
More regular research into Third Sector skills & training	11.90
Personal Skills Audits for you or your organisation	10.10
Messageboard / blog for sharing information	9.09
Online mentoring service	6.17
Training podcasts (audio or visual)	5.95
Webchats / Webinars	2.81

Table 10. Would you like to see voluntaryskills.com introduce the following?

3.20 Third Sector training provision in the North East

In addition to the online survey, we reviewed all of the training course information held on our voluntaryskills.com website between January and December 2007 to give us a greater understanding of Third Sector training provision in the North East over a period of 12 months.

A summary of our findings is as follows:

- The overwhelming majority of courses were 'Non-Accredited / Entry Level' (85%-90%), followed by 'Level 2' (4%-7%), and then 'Level 1' (2%-5%).
- In addition, most training courses in 2007 were just 'One Day' (40%-41%), followed by 'Flexible' (23%-24%), and then 'Half Day' (11%-13%).
- Third Sector courses also tended to be offered free of charge or at a low cost, usually subsidised by funding that Training Providers had secured to enable them to offer it at a reduced rate. For example, between October and December 2007, 35%-39% of courses were 'Free of charge', whilst 31%-36% were listed on voluntaryskills.com as 'Less Than/Up to £75'.
- In contrast, only 13%-15% of courses were listed as costing between '£76-£150' or '£151-£500', falling sharply to 17 courses costing '£501-£1000' and only 11 courses costing '£1001+'.
- The most common types of training course available in 2007 fell under the following subject areas:

Rank	Subject type
1	Childcare & Protection
2	Health & Safety
3	Management & Supervision
4	ICT & Administration
5	Education & Personal Development
6	Counselling & Care

However, of these six subject types, only 'Management & Supervision' and 'Education & Personal Development' are in the top 10 subjects that people told us they were most interested in (see section 3.10 on page 9).

- Furthermore, some of the subjects that people said they were most interested in actually had the least number of courses available in 2007. These were: 'Coaching & Mentoring', 'Legal Issues', 'Leadership & Governance', 'Training & Assessment' and 'Marketing & Promotion'. Therefore, it is suggested that Training Providers use this information to expand their current training programme, or replace some of their existing courses with new training courses in some of the subjects listed above.

- In 2007, the majority of courses listed on voluntaryskills.com took place in Newcastle, followed by Durham, Redcar & Cleveland, Middlesbrough, Sunderland, Gateshead, Blyth Valley, Darlington, Hartlepool and then North Tyneside respectively.
- There was a good spread of courses taking place in the three sub-regions of Tyne & Wear, Durham and Tees Valley, but an apparent shortage of training on offer in Northumberland.
- Most courses seem to take place in the major towns and cities and urban areas. This is presumably because of good transport links making any training delivered in these areas easier to access for participants, but it may also be because our studies show that the majority of Training Providers are based in these areas too, and will either be using their own training facilities or delivering courses in their immediate vicinity.
- Unfortunately, there were some locations where no courses were listed on voluntaryskills.com as taking place in 2007, including Easington, Wear Valley and Berwick. Other areas with very low numbers of training courses include: Sedgefield, Derwentside, Alnwick, Wansbeck, Teesdale and Tynedale. This implies that either voluntaryskills.com is not well known in these areas, or there is a shortage of training opportunities in some parts of the region, and therefore organisations in these areas may be disadvantaged in terms of skills development and career progression.
- Whilst compiling information to feature on the website from a range of different sources, we have seen numerous examples of Third Sector training advertised with little more than a course title, date, general location, price and brief description that does not fully explain what the training is all about, or who it is aimed at. This not only makes it difficult to keep the website up-to-date, but also makes certain courses sound less appealing to people searching for training.
- Many Training Providers fail to advertise their courses sufficiently far in advance, promoting them only a couple of weeks before the date of the course itself, or with very little time before the booking deadline.
- Some Training Providers only release details of their training programme at the start of the year (or start of the project), and send no further information out to potential participants over the following weeks or months.
- Third Sector training sessions are regularly cancelled due to low take-up, which is possibly due to poor marketing and promotion, or badly designed courses that are not needed or relevant to people working in the sector.

4. Key findings

People in the Third Sector are well educated...

Our research shows that people in the North East Third Sector are not only well-educated, but also appear to be more highly skilled than in other parts of the UK.

Although it is unclear why this may be, one possible explanation could be that research by the Chartered Management Institute (CMI) suggests that many people in the Third Sector tend to enter it later on in their careers after previously working in the public or private sectors, and so may be bringing with them a wealth of skills, knowledge and experience.

Furthermore, once working in the Third Sector, our voluntaryskills.com website shows there is a vast array of training courses available throughout the North East which enables people to continue to develop their skills, although most of these do tend to be non-accredited or lead to low level qualifications.

Whilst it is good that highly qualified people are attracted to the sector, more could be done to attract younger people by highlighting the possible career options that are available in addition to volunteering, introducing better long-term training and development programmes (including graduate trainee schemes), and more higher level qualifications to ensure continuous professional development for everyone.

The biggest barriers to training are still a lack of funding and time...

People working or volunteering in the Third Sector of the North East complain of a 'lack of funding', 'courses being too expensive' and a 'lack of time' as being the biggest barriers preventing them from accessing training and influencing choice.

Unfortunately, 'Lack of funding' and 'Lack of time' were identified as the two biggest barriers to learning and development in the 2005 reports *Ambitions and Aspirations of Workers and Volunteers from the Voluntary and Community Sector in the North East*, and the *North East Sector Skills Action Plan 2005-2008* which suggests that little has changed in the past three years.

However, our analysis of the voluntaryskills.com Training Database shows that there were hundreds of free courses available in 2007, and roughly the same number again were available at a very low cost (less than £75). The region has also benefited from regional capacity building programmes funded by the Northern Rock Foundation and Capacitybuilders / ChangeUp making more free training and support available.

A lack of time is a much harder problem to tackle, as many voluntary groups only have a small number of staff or volunteers, who may find it difficult to take time out from their daily duties to attend training. Despite some schemes to provide cover for people who wish to do training, such as the Backfill Project³ in Northumberland, a lack of time and resources is likely to remain a significant problem for the sector.

Therefore, perhaps the only way to overcome these barriers is to continue to raise awareness of the training opportunities available in the region, and encourage all Third Sector organisations to recognise that despite a lack of time, resources and funding, it is vitally important for them to plan the future skills development of their staff and volunteers so they can provide a good service to their clients.

³ Backfill Project (www.wansbeckcvs.org.uk)

Training provision does not match training needs...

Unfortunately, the majority of Third Sector courses available in the North East do not match the type of training people say that they want or need.

In particular, there is a real shortage of training in the following 8 out of 10 subjects that respondents told us they were most interested in:

- Business Skills
- Fundraising & Finance
- Leadership & Governance
- Coaching & Mentoring
- Marketing & Promotion
- Training & Assessment
- Equality & Diversity
- Legal Issues

To correct this, funders, infrastructure organisations and key decision-makers in the sector should work with Training Providers to develop new training programmes that encompass each of the subjects above, and are delivered throughout the North East.

Furthermore, all Training Providers should conduct their own market research and regularly review their training programmes to ensure they are demand-led rather than funding-led, or simply courses they have always provided in the past.

It may also be useful to carry out an annual voluntaryskills.com Third Sector Skills Survey to monitor any changes over time, although this would be subject to securing further funding and resources for the project.

Better signposting and information on career progression is needed...

There is a need for better signposting, advice and guidance on which training people should do, and what progression routes are available in the sector. Indeed, nearly half of our survey respondents (49.29%) said they 'agree' or 'strongly agree' that 'There is lots of information on training opportunities, but not enough guidance on what is right for me and my organisation'.

Although the voluntaryskills.com website is the most comprehensive single source of information on Third Sector training in the region, it aims to be completely unbiased and does not provide course recommendations, or offer advice on which training is most suitable for an individual or organisation.

Such a new service would require additional funding and staffing for the project, or may be better delivered by infrastructure organisations such as local CVS or VDAs who already do much to help identify suitable training for their members.

Also, although the Learning and Skills Council's Train to Gain service has been introduced to "provide impartial, independent advice on training to businesses across England", there is some confusion over whether the service is open to voluntary organisations or not (it is), and a feeling that the Skills Brokers do not understand the often unique needs of the Third Sector.

Furthermore, the service is primarily designed to help employees achieve their first full Level 2 qualification and Skills for Life first numeracy and literacy qualification, but we have already identified that because most of the people who responded to

our survey already have higher level qualifications they would not be eligible for any support.

Therefore, we suggest that Train to Gain could do more to understand and engage with Third Sector organisations, existing Skills Brokers need better training to help them understand the needs of the sector, new Skills Brokers could be recruited from within, or a new voluntary sector-friendly version of the service should be created.

Training Providers themselves should also provide clearer information on the training they offer and the progression routes that are available to participants. For example, “if you have taken part in training X, you may also be interested in training Y”, or “completing modules A and B, will count towards the following qualification”.

Rural areas may be disadvantaged by a lack of training opportunities...

There appears to be a shortage of Third Sector training opportunities in more rural parts of the North East, with most courses taking place in and around the major towns and cities. In particular, there was a real shortage of training available in Northumberland in 2007 in comparison with the other three sub-regions.

This may be due to good transport links making training delivered in the major towns and cities easier for participants to access. However, analysis of the Training Providers listed on voluntaryskills.com in 2007 shows that most of them are also concentrated in and around the major urban areas of Newcastle, Gateshead, Sunderland, Durham, Middlesbrough and Stockton and so it is likely that they are either using their own training facilities or venues in their immediate vicinity.

However, people in rural parts of the region may be disadvantaged by a lack of training opportunities in their local area, and so greater efforts need to be made by funders, local authorities and Training Providers to ensure courses are provided in more convenient locations for everyone.

Furthermore, although ‘classroom-based training’ was the most popular form of training delivery in our survey, there could be significant benefit in developing new online / e-learning courses to help overcome any geographical barriers in the region.

Third Sector training suffers from poor marketing and promotion...

Although there are lots of high quality courses available in the region, some Training Providers are letting themselves down with poor marketing and promotion.

People tell us they regularly do not get to hear about training opportunities until it is too late for them to get approval from their line manager or board to attend, many courses are promoted with too short notice before the booking deadline, and marketing materials are often produced by Training Providers with little more than a course title, date and location, and no description on what the course is about, how it can help or who it is suitable for.

Whilst managing the voluntaryskills.com website we have also seen that many Training Providers fail to keep their own websites up-to-date with full and detailed information about their training programmes, or send out regular updates or reminders on their courses in flyers, leaflets, newsletters or emails.

voluntaryskills.com was originally created to make it easier for people to find training opportunities by compiling Third Sector courses taking place in the North East into a single online searchable database, and in 2007 the service was developed further by introducing a monthly e-bulletin containing information on all training courses listed on the website over the following two months. Although our research shows that voluntaryskills.com has grown to become the second most popular source of training information in the region (closely behind direct mailouts from Training Providers), unfortunately some Training Providers still do not make full use of the service to promote their courses, and could play a more active role in ensuring their details are kept up-to-date on the site, rather than rely on PNE to source this information.

Therefore, Training Providers must improve their marketing and promotion or risk a shortage in course participants and the increased likelihood of having to cancel their training sessions because of low take-up which is a common problem in the sector. Some suggestions on how Training Providers can do this are given on p.21.

There is a lack of forward planning with regards to training...

The Third Sector in the North East seems to embrace skills development, with most people attending some form of training in the past 6 months, receiving appraisals once or twice a year, and regularly discussing training in their organisation.

However, almost half of respondents said they did not have any further training lined up over the next 6 months, which suggests that they do not plan their training very far in advance, and may simply be waiting for the right training to come up and to make a last minute decision before booking a place.

Unfortunately, this apparent lack of forward planning in Third Sector organisations with regards to training can have a serious impact on budgets. For example, if organisations are not thinking very far ahead about what skills are needed by staff or volunteers to deliver a project, then once it has begun they may not have sufficient funding to pay for any training when they need it. Therefore, there is a need for greater forward planning, including skills audits of the workforce, to ensure that any training needs are identified early so that costs can be included in budgets.

Most Third Sector training is non-accredited and low level...

The majority of Third Sector courses in the region are non-accredited or offered at a low level, and one of the major strengths of the sector is its willingness to share knowledge and expertise, and to learn from others through informal training sessions, workshops, discussions and events.

Indeed, many of the courses on offer are delivered at an introductory or beginners level, but what happens if people are more experienced and need higher level training and support in order to progress and develop their skills? At present there does not appear to be a sufficient number of high level training courses specifically aimed at people working in the sector, although they may simply be expected to do generic courses at college or university.

Feedback from Training Providers suggests that although much of the training on offer in the sector is non-accredited, it can sometimes be pitched at a very high level (particularly Leadership & Governance training), which is not always made clear in their marketing and promotional materials. Therefore, as a direct result of this feedback we will be adding three new non-accredited levels to our Training Database

(e.g. Beginners, Intermediate and Advanced) to make it easier for people to find the right training, and would like to suggest that all Training Providers make this type of information much clearer on their course descriptions too. However, there is still a need for funders and infrastructure organisations to work with Training Providers (including Colleges and Universities) to develop higher level training programmes.

Skills and experience are more valued than qualifications (for now)...

Although just over half of our respondents (51.61%) disagreed with the statement 'I believe there is too much pressure on people in the Third Sector to increase their skills and become more professional', most people (58.06%) said they agree or strongly agree that 'There is too much emphasis on qualifications and not enough recognition of the non-accredited training and skills people have in the Third Sector'.

However, there appears to be a growing need for more qualifications specifically aimed at people working in the sector, with 65.84% of respondents telling us it was 'important' or 'very important' for their next course to be accredited.

5. Recommendations

Suggestions for Training Providers:

- Do more market research to see which courses are most wanted by your target audience to ensure they are demand-led rather than funding-led or a continuation of what you have always done.
- Ensure all your courses are promoted with full information including not just basic details such as title, duration, date, location, level (if relevant) and cost, but also a clear and detailed course description explaining exactly what the training involves, who it is aimed at, and how it can help an individual or organisation.
- Training Providers must get better at collecting information about how people get to hear about their courses (unfortunately many don't), and use this data to decide which marketing and promotional channels work best.
- Ensure you have a planned and coordinated marketing and promotional campaign in place. It is not enough to merely organise high quality training and to expect people to just turn up. All training courses or events should be promoted at least 4 weeks in advance (preferably 8 weeks) with follow-up flyers, leaflets, newsletters or emails sent out regularly until the day of the training itself (although be careful not to overdo it)!
- Regularly review and update your mailing lists to ensure you are sending information to the 'Gatekeepers' in each organisation. Although sometimes used as a negative term, the Gatekeepers are the most important link in any organisation as it is not only their responsibility to be aware of the latest training opportunities, but also to share and disseminate this information with their colleagues including staff and volunteers. Therefore, it is crucial to identify who these people are and to work with them to ensure what you send to them is relevant.
- Ensure your courses are kept up-to-date on both your own website and on the voluntaryskills.com Training Database.
- Keep local CVS and VDAs informed of all your latest training courses as they produce newsletters and e-bulletins that are sent out to their member organisations, and will be happy to include details of forthcoming courses in return for a modest fee.
- Choose your venues carefully to ensure they are easily accessible for people travelling by both car and public transport, or you risk inadvertently creating barriers for certain people in the sector. In particular, you should try to deliver training in more rural areas identified in this research.
- Strive to provide better information, advice and guidance on possible progression routes for your course participants. Rather than spend all your efforts on recruiting new people to take part in your courses each time, try to give more thought to how you can continue to support existing clients by providing all of the training solutions that they might need over the years, throughout their working life.

Suggestions for Third Sector organisations include:

- Introduce better long-term strategic planning which will enable you to identify, secure and allocate sufficient resources and funding to the skills development of your staff and volunteers.
- Build the cost of training into all budgets and funding applications as every project and service is likely to require some skills development.
- Allocate an annual continuous professional development (CPD) budget to each member of staff, or create a pot of money from reserves that is ring-fenced specifically for this purpose.
- Ensure all staff receive at least one appraisal a year (preferably two), which can be used to identify training and development needs. Volunteers should also receive regular 'supervision meetings' wherever possible to ensure they have the appropriate skills to fulfil their role.
- Encourage all staff and volunteers to play a more active role in their own skills development and career progression by making use of free resources like voluntaryskills.com to search for training opportunities and subscribe to the monthly e-bulletin by emailing subscribe@voluntaryskills.com

Suggestions for funders & key decision-makers:

- Encourage more Third Sector organisations to take part in training by ensuring all funding application forms specifically ask groups to include the cost of training in their bids. At present, not all funders do this, although they do expect applicants to include such costs. However, by not clearly asking for this information on a form, some voluntary organisations may forget to include the cost of training or deliberately leave it out in the misguided belief that if they included it, then their application would have less chance of being successful. Therefore, it is suggested that all funders review their existing application forms to ensure that organisations are always asked to put a figure in for training and development needed to deliver the project now and in the future.
- Work with Training Providers to ensure courses that are in greatest demand by people in the sector are delivered in accessible venues throughout the region. In particular, funders should strive to support regional training programmes and services that promote training in more rural areas that have been identified in this research.
- Funders should also help support the development of non-classroom based training methods and e-learning programmes which could help overcome geographical barriers and the lack of time faced by many in the sector.

6. Conclusion

From our work on the voluntaryskills.com project, we can see that there is a huge amount of high quality training and support available for Third Sector organisations in the North East, and much of this is provided by the sector, for the sector. Not only that, but Third Sector Training Providers are very good at accessing funding to enable them to offer courses free of charge or at a heavily subsidised rate to enable more people to take part, which is a highly commendable characteristic of the people involved and the nature of the sector.

However, there is room for improvement in all areas. Firstly, Training Providers need to get better at providing training and support that is more responsive to people's needs, rather than just what they think they need, courses they have always delivered in the past, or simply training they know they can obtain funding to deliver. Certain skills and training will always be in demand, and in many cases delivering this type of training can provide 'bread and butter' income for an organisation. Nevertheless, Training Providers need to have greater awareness of other training provision taking place in the region to avoid duplication and an over-abundance of certain types of training coupled with a shortage in others.

Secondly, Third Sector organisations need to take greater responsibility for the skills development of their own staff and volunteers. Although a lack of funding will always be a problem for the sector, better planning can help identify potential skills shortages at an earlier stage, and enable organisations to build this into their funding bids from the outset. The Third Sector is a fantastic place to work, and offers an interesting and rewarding environment for people from all walks of life. However, it is important for organisations to ensure that their staff and volunteers are provided with regular opportunities to develop their skills and knowledge, which will help them feel valued and fulfilled in their role, and prevent people from becoming disillusioned with the sector and leaving it through a perceived lack of career prospects.

The Third Sector is also facing a number of big challenges at the moment, including an overall reduction in the amount of funding available. Unfortunately, much of the skills and training that is needed in the sector falls outside the criteria for mainstream funding programmes from organisations such as the Learning and Skills Council (LSC). Furthermore, although Third Sector organisations are eligible for support from Train to Gain, the scheme is primarily concerned with helping people achieve their first Level 2 qualification, which our research has shown may not be relevant to a sector that is already highly skilled and well-educated. In the future, it is likely that not only will a reduction in funding mean that fewer Training Providers are able to offer their services for free or at a reduced rate, but Third Sector organisations in general may have less money to spend on training when budgets are tight and mere survival becomes more important than skills development.

Indeed, in the past 12 months we noticed that many Training Providers introduced new charges or increased fees to cover the costs of their training. Therefore the loss of the Northern Rock Foundation voluntary and community sector (VCS) training budget for the North East & Cumbria, which was £1,632,340 in 2007 alone⁴, is likely to lead to even further price increases and a significant reduction in the amount of affordable training in the region, which makes us wonder who will fill the gap?

⁴ Northern Rock Foundation, Rock Report Newsletter no.15 – summer 2007

7. Appendix

7.1 North East Third Sector Skills Survey 2007/2008

The North East Third Sector Skills Survey 2007/2008 has been designed to help us understand the training needs of people in the sector, highlight gaps in current training provision, and identify any barriers to learning across the region.

For the purposes of this survey we have used the term 'Third Sector' which includes voluntary and community groups, not-for-profit organisations, social enterprises, arts organisations, charities and community interest companies.

The results of this research will be fed back to training providers, funders and key decision-makers, in order to help influence the development of future training programmes for the sector. Feedback from this survey will also help us to improve our voluntaryskills.com website, and to develop new products and services for 2008.

The survey should take approximately 10 minutes to complete, and to ensure our research is truly representative of the sector, we would appreciate it if you could answer as many questions as possible.

To be entered into a free prize draw for £30 worth of shopping vouchers, you will be asked to enter your contact details at the end of the survey. Thank you.

Please tell us about yourself:

1. Age

- Under 21 21-30 31-40 41-50 51-60 61+

2. Sex

- Male Female

3. To which Ethnic group do you belong?

- White British
 White Irish
 Other White Background
 Mixed White and Black Caribbean
 Mixed White and Black African
 Mixed White and Asian
 Other Mixed Background
 Indian
 Pakistani
 Bangladeshi
 Other Asian or Asian British Background
 Caribbean
 African
 Other Black or Black British Background

- Chinese
- Other Background

4. Where do you live?

5. If you live outside of the North East, please tell us where you are located?

6. How would you describe your current position? (Please tick all that apply)

- Employed (Full Time)
- Employed (Part Time)
- Retired
- Student (Full Time)
- Student (Part Time)
- Trustee
- Unemployed
- Volunteer

7. What is your highest level of qualification, in any subject?

- NONE
- ENTRY LEVEL (Entry level certificates, introductory courses)
- LEVEL 1 (GCSE grades D-G, Key Skills level 1, NVQ 1)
- LEVEL 2 (GCSE grades A*-C, Key Skills level 2, NVQ 2)
- LEVEL 3 (A Levels, GCE in applied subjects, Key Skills level 3, NVQ 3)
- LEVEL 4 (Key Skills level 4, NVQ 4, Certificates of Higher Education)
- LEVEL 5 (HNCs and HNDs, NVQ 5, Foundation Degrees, Ordinary Bachelors Degrees, Diplomas of HE and FE)
- LEVEL 6 (Bachelors Degrees with Honours, Graduate Certificates and Graduate Diplomas)
- LEVEL 7 (Masters Degrees, Postgraduate Certificates and Postgraduate Diplomas)
- LEVEL 8 (Specialist Awards and Doctorates)
- DON'T KNOW / NOT SURE

8. What is the highest level of THIRD SECTOR specific training you have done?

- NONE
- ENTRY LEVEL (Entry level certificates, introductory courses)
- LEVEL 1 (GCSE grades D-G, Key Skills level 1, NVQ 1)
- LEVEL 2 (GCSE grades A*-C, Key Skills level 2, NVQ 2)
- LEVEL 3 (A Levels, GCE in applied subjects, Key Skills level 3, NVQ 3)
- LEVEL 4 (Key Skills level 4, NVQ 4, Certificates of Higher Education)

- LEVEL 5 (HNCs and HNDs, NVQ 5, Foundation Degrees, Ordinary Bachelors Degrees, Diplomas of HE and FE)
- LEVEL 6 (Bachelors Degrees with Honours, Graduate Certificates and Graduate Diplomas)
- LEVEL 7 (Masters Degrees, Postgraduate Certificates and Postgraduate Diplomas)
- LEVEL 8 (Specialist Awards and Doctorates)
- DON'T KNOW / NOT SURE

9. Have you taken part in any training in the past 6 months that was organised or paid for by your organisation?

- Yes No

10. Do you have any training planned in the next 6 months?

- Yes No

11. How do you currently find out about training opportunities? (Please tick all that apply)

- voluntaryskills.com
- Internet search (e.g. Google)
- Local VCS or VDA e-bulletin / e-newsletter
- Volunteer Centre
- Local council magazine / newsletter
- Training Provider flyer / email / prospectus
- Face to face / word of mouth
- Family / friends
- Line Manager / Supervisor
- HR Department / Training Coordinator in your organisation

12. Which of the following statements best describes how far you are willing to travel for training?

- I will only attend training that is available in my local village / town / city
- I will only attend training that is available in my local district / county
- I am willing to attend training that takes place anywhere in the North East
- I will travel anywhere in the North of England
- I am willing to travel to training that takes place anywhere in the UK

13. Do you have access to a car you can use to get to training courses that take place during the day?

- Yes No

14. Has poor public transport links to a training venue ever stopped you from attending a training course?

- Yes No

15. What is the most convenient time of day for you to attend a training course? (Please tick all that apply)

- Morning (before 12pm)
- Afternoon (between 12pm-5pm)
- Evening (between 5pm-10pm)
- Anytime of the day

16. Please tell us which day of the week is best for you to attend a training course? (Please tick all that apply)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

17. Please tell us if you have faced any of the following barriers when trying to access training? (Please tick all that apply)

- Lack of funding in my organisation or group
- Language barriers (i.e. lack of bi-lingual trainers or translators)
- Lack of childcare provision
- Cultural / Religious barriers to attending
- Lack of cover / backfill for your role whilst away on training
- Courses delivered at the wrong time of day or week
- Lack of suitable courses in your local area
- Too short notice before deadline for you to book a place on a course
- Lack of support from your family / colleagues / manager / organisation
- Accessibility problems (i.e. physical, sensory or literacy)
- Training too expensive

18. What would you say is your biggest barrier to learning? (Optional)

19. Do you think there are enough training courses to satisfy your needs in your local area?

- Yes No Not Sure

20. When choosing your next training course, please tell us how important it will be for the course to be accredited and to lead to a qualification?

- Very Important
- Important
- Not Important

When choosing a training course, how important are the following factors when making your decision? Please rank in order of importance where 1 is the MOST IMPORTANT and 8 is the LEAST IMPORTANT.

	1	2	3	4	5	6	7	8
21. Level of Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Duration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Food / Catering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Location of Venue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Reputation of Training Provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Time of day / day of week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Type of Venue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. What is your preferred method of learning?

- Self-taught
- Classroom-based
- In-house (i.e. delivered at your workplace)
- Distance learning / correspondence course
- e-learning (i.e. web-based training course, online exam or podcast)

On a scale of 1-5, where 1 is VERY INTERESTED and 5 is NOT INTERESTED, please tell us how interested you are in the following subject areas?

	1	2	3	4	5
30. Business Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Childcare & Protection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Coaching & Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Community & Youth Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Counselling & Care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Creative & Cultural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 36. Education & Personal Development
- 37. Equality & Diversity
- 38. Fundraising & Finance
- 39. Health & Safety
- 40. ICT & Administration
- 41. Language & Communication
- 42. Leadership & Governance
- 43. Legal Issues
- 44. Management & Supervision
- 45. Marketing & Promotion
- 46. Quality Systems & Standards
- 47. Sport & Leisure
- 48. Training & Assessment

49. Is there a particular training course you would like to do but are unable to find?

Please tell us how much you agree or disagree with the following statements.

50. There are lots of opportunities for skills development and career progression for people in the Third Sector of the North East.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

51. If a training course is offered free of charge, I am more likely to cancel or miss a session.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

52. I believe there is too much pressure on people in the Third Sector to increase their skills and become more 'professional'.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

53. There is lots of information on training opportunities, but not enough guidance on what is right for me and my organisation.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

54. There is too much emphasis on qualifications and not enough recognition of the non-accredited training and skills people have in the Third Sector.

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

YOUR ORGANISATION

55. Are you an employee, trustee or volunteer for a Third Sector organisation?

Yes

No

56. What is the name of your organisation or group?

57. What is your Job Title or Role?

58. Which sector does your group or organisation belong too?

- Third Sector
- Public Sector
- Private Sector

59. Where is your organisation based?

60. If your organisation is based outside of the North East, please tell us where you are located?

61. Does your organisation use volunteers?

- Yes No

62. Do you provide all your volunteers with a formal induction?

- Yes No

63. Do you provide regular training for your volunteers?

- Yes No

64. How often do you discuss training needs in your organisation?

- Regularly
- As and when a training need is identified
- Only in an appraisal or supervision meeting
- Hardly ever
- Never

65. How often do you receive an appraisal?

- Every 6 months
- Once a year
- Less than once a year
- Never

66. Thinking about the future, are there any particular skills that you or your organisation need to develop?

67. Which newspapers / magazines do you read on a regular basis? (Please tick all that apply)

- Big Issue
- Informnorth
- Management Today (MT)
- New Start magazine
- Public (Guardian)
- The Crack magazine
- The Marketer

- Third Sector magazine
- VS (Voluntary Sector) magazine
- Berwick Advertiser
- Berwickshire News
- Daily Express
- Daily Mail
- Daily Star
- Darlington and Stockton Times
- Evening Chronicle
- Evening Gazette
- Evening Standard
- Financial Times
- Guardian
- Hartlepool Mail
- Herald & Post
- Hexham Courant
- Independent
- Journal
- Mail on Sunday
- Metro
- Mirror
- Morning Star
- Morpeth Herald
- News Guardian
- News Of The World
- News Post Leader
- Newton News
- Northern Echo
- Northumberland Gazette
- Observer
- People
- Peterlee Mail
- Shields Gazette

- Socialist Worker
- South Durham Herald & post
- Sun
- Sunday Mirror
- Sunday Sun
- Sunday Times
- Sunderland Echo
- Telegraph
- Times

68. Are there any other newspapers or magazines not mentioned above that you read on a regular basis?

VOLUNTARYSKILLS.COM

The voluntaryskills.com website currently contains a searchable Training Database of training courses and training providers from across the North East, as well as up-to-date News & Events, Case Studies, Job Profiles, Vacancies and Resources relevant to skills and training.

69. Please tell us if you have booked any training as a direct result of reading about it on the voluntaryskills.com website or in a voluntaryskills.com e-bulletin?

- Yes
- No

70. Would you like to see voluntaryskills.com introduce the following products and services?

- Downloadable factsheets
- Online training materials & publications
- Training podcasts (audio or visual)
- Webchats / Webinars
- Online mentoring service
- Messageboard / Blog for sharing information
- More regular research into Third Sector skills & training
- Personal Skills Audits for you or your organisation
- voluntaryskills.com sponsored training & events

71. Are there any additional products or services you believe voluntaryskills.com could provide that would be useful to you or your organisation?

7.2 Job title or Role

Answers to Question 57: What is your Job Title or Role? There are **246** answers to this question.

- 246. community link worker
- 245. Chair
- 244. Local Services Manager
- 243. Project/development Manager
- 242. Senior Administrator
- 241. Fundraising Officer
- 240. Manager
- 239. Administrator and creche manager
- 238. Teacher and Volunteer
- 237. Teacher - Volunteer
- 236. ICT Manager
- 235. Vice-chair on Management Committee
- 234. Regional ICT Champion
- 233. Chief Executive
- 232. Assistant Manager
- 231. Administration Officer -
- 230. Co Sec NCDCC) / Director (FA)
- 229. Chair
- 228. Skills for Work Co-ordinator
- 227. Project Manager
- 226. Quality Improvement Officer
- 225. Assistant Manager / Co. Secretary
- 224. Owner
- 223. Manager
- 222. Community Participation worker
- 221. volunteer development officer
- 220. Senior Youth Worker
- 219. project leader
- 218. HR & Training Manager
- 217. Community Development Officer
- 216. Chair
- 215. GAIN Co-ordinator
- 214. Manager, Volunteering and community Services
- 213. project worker
- 212. Volunteer Recruitment Manger
- 211. GGT Projects Manager
- 210. Admin Officer
- 209. Director
- 208. Administrative Assistant
- 207. Development Officer
- 206. Regional Development Manager
- 205. Training Development Officer
- 204. Project Worker
- 203. Project Manager
- 202. Contract Manager
- 201. Finance Officer
- 200. Quality and Training Manager
- 199. Hands on Health Co-ordinator
- 198. Development Co-ordinator
- 197. PA to Chief Executive
- 196. Project Manager
- 195. Active Youth Project Worker
- 194. Senior Administrator
- 193. Marketing Officer
- 192. Coordinator/Company Secretary
- 191. Witness Service Co-ordinator
- 190. Respite Support Manager
- 189. Development Worker
- 188. Project Manager
- 187. Head of Programmes
- 186. Knowledge and Information Officer
- 185. Mediator/Conciliator Supervisor
- 184. Centre Development Manager
- 183. Project Manager

182. Project Manager ALM
181. Research and Information Officer
180. Project Coordinator
179. administration assistant
178. volunteer
177. Regional Volunteer Coordinator
176. project assistant
175. Sure Start Administration Assistant
174. Director
173. community development worker
172. General Manager
171. Day Care Co-ordinator
170. Training & Development Lead
169. Information and Communications Officer
168. Volunteer Coordinator
167. community network officer
166. Development manager
165. Youth Development Co-ordinator
164. Development Officer
163. Administrator
162. Projects
161. Procurement Development workers
160. chairperson director trustee
159. Volunteer Shop Assistant
158. co-chair
157. Chief Executive
156. Director
155. Chair
154. Head of Multi-Disciplinary Services
153. Project Coordinator
152. Manager
151. Employment Co-ordinator
150. PERSONNEL CO-ORDINATOR
149. Project Co-ordinator
148. Office Manager
147. ESOL Co-ordinator
146. Deputy Director
145. Retired Trustee
144. Regional Voluntary Youth Sector Liaison Officer
143. Community Watersports Development Officer
142. Information Worker
141. Service Manager
140. Volunteer Coordinator
139. Group Scout Leader
138. Regional Fundraiser
137. Outreach Officer
136. Visual Awareness Trainer
135. Contracts and Funding Manager
134. Project Development Worker
133. Volunteer co-ordinator
132. Funding co-ordinator
131. lifelink co-ordinator
130. Locality Coordinator
129. Generalist Advice Services Manager
128. Information Advice & Guidance Officer
127. Training Manager
126. Co-ordinator
125. Volunteer Co coordinator
124. Managing Director
123. Volunteer Development Officer
122. Service Manager
121. Community Development Worker
120. head of development
119. West Tees Valley Development Officer
118. River Watch and Habitats Officer
117. Senior Development Officer
116. Coordinator

115. Administration Officer
114. VCO Development Officer
113. Project Co-ordinator
112. Development Officer
111. Participation Co-ord & Director / Trustee
110. Clubhouse Manager
109. Media Relations
108. IT Support
107. Manager of visitors centre
106. ot&d manager
105. Project Manager
104. Information, media and policy officer
103. Tenant Support Project Worker
102. Project Director
101. Administration Officer
100. Project Manager
99. Centre Manager
98. Mentor and special needs assistant
97. Treasurer
96. PERSONNEL CO-ORDINATOR
95. financial manager
94. Receptionist
93. Youth Project Support Officer
92. Chief Officer
91. Chief Executive
90. board of directors
89. Vice-chair on management committee
88. youth worker and administration volunteer
87. Acting Chief Executive
86. Director
85. Funding & Development
84. Regional Administrator
83. Deputy Chief Executive
82. Project Development Worker
81. Community Manager
80. Manager
79. Chief Executive
78. Information and Research Worker
77. Chairperson - national / Development Officer - local
76. Trustee
75. Development Worker
74. director
73. advice and support worker
72. Administration
71. Administrative Officer / Co-ordinator
70. ADMINISTRATOR
69. volunteer coordinator
68. Chief Executive
67. Finance
66. Community education Development Worker
65. Training Officer
64. Training Director
63. Administrator
62. Regional Director
61. Project Administrator
60. Group Administration Manager
59. Centre Manager
58. carer
57. Chief Executive
56. Managing Director
55. Manager
54. Director
53. Development Manager
52. Various - Hon Secretary, Director, Committee member x 3
51. Project Manager
50. Adult Learning Manager
49. Project Manager

48. Regional Manager
47. volunteer
46. Chair
45. Volunteer director
44. Programme Manager
43. Director
42. Policy & Information Officer
41. Head of IT
40. CEO
39. Regeneration Manager
38. IT Network Manager/IT&SME Project Manager
37. Education Coordinator
36. Business Development Manager
35. Education Manager
34. Finance Officer
33. Policy officer
32. Employment Training Manager
31. Honorary Secretary
30. Secretary, national volunteer development worker
29. Project Development Worker
28. Development Officer
27. Project manager
26. Project Manager
25. Chief Executive
24. Manager
23. development coordinator
22. VCS Development Officer
21. project development manager
20. Programme Manager
19. Business Development Manager
18. volunteer coordinator/family support
17. Trainer
16. secretary
15. Finance & Administration Manager
14. Skills Development & employability manager
13. Group Accountant
12. Research Governance and Accreditation Coordinator
11. bassac - regional manager ShARP Trustee
10. Direct Payments Support Worker
9. Volunteer Co-ordinator
8. Company Secretary
7. office manager
6. Project Assistant
5. Training & Development Co-ordinator
4. Regional Manager NE
3. Senior Consultant
2. voluntaryskills.com Project Manager
1. Project Assistant for voluntaryskills.com

7.3 Training needs of individuals

Answers to Question 49: Is there a particular training course you would like to do but are unable to find? There are **66** answers to this question.

66. Tenant/recipient level development
65. Finance management and monitoring of budget controls
64. Quality systems and standards
63. Management and supervision
62. First Aid
61. E commerce & in-house website administration
60. Environmental conservation health and safety
59. nurture groupwork
58. MOS Certification
57. Present time - equality and diversity
56. Management of Teaching & learning Level 5
55. Web Design
54. marketing
53. Affordable Minibus Training!

52. Short photoshop course
51. Negotiation skills
50. Advice and guidance
49. MBA - business administration
48. first aid (child based)
47. Specific IT training - e.g. Photoshop, Illustrator, MS Exchange, Windows Server
46. none come to mind at the moment
45. PHD Level funding support in business - want to research economics of the VCS
44. MA Funding
43. Understanding organisational legal status options in the third sector
42. not at moment. I do a lot of learning by reading emails and internet articles
41. Disability Discrimination Act
40. strategies to motivate people
39. No, not just now
38. Think the Common Purpose stuff is great, but not available at my level
37. Leadership programmes
36. No - I am currently on a Northern Rock sponsored training programme 'Lead the Field' which is fantastic. If this didn't exist however, there would not be a course which covers all aspects as this does.
35. emotional intelligence
34. it's the money - I want to do a level 3 in Philosophy for Children
33. Understanding what needs to be delivered for the Water Framework Directive
32. not at present
31. Bid writing
30. Yes
29. certificate in mental health
28. Working with people who have learning disabilities
27. Marketing/Promotion, Training - higher than basic level
26. general working with disabled
25. COSSH AND NEBOSH
24. fundraising
23. Keeping your desk Clear! Prioritising Work.
22. youth
21. adobe acrobat
20. advice and guidance
19. Regeneration; PRINCE 2
18. Research methodology and issues
17. NVQ youth work
16. Process improvement techniques
15. Access Auditing
14. sourcing and applying for funding for start ups
13. Business management, not a one day thing but a diploma or a degree. Then I can claim to know something on the subject.
12. Accountancy
11. RYA Instructor Course
10. Faith Issues
9. Good vocal technique for voice practitioners and teachers
8. Managing risk and risk assessment
7. evaluation of projects & programmes
6. Prince 2 - duration and costs are too high
5. speech impaired communication skills
4. writing a business plan or project proposal, service user involvement development
3. Dealing with government and local officials/networking
2. Community Development NVQ Level 4
1. SPSS Training

7.4 Future skills needs of organisations

Answers to Question 66: Thinking about the future, are there any particular skills that you or your organisation need to develop? There are **99** answers to this question

99. Improvement of capability to be involved at higher levels on an equal status
98. How to compete with other services for commissioning work
97. Team/ confidence building First Aid Time management
96. Management and accountancy
95. Fundraising, management skills and mentoring
94. everything
93. Strategic management
92. VCS based IAG MATRIX quality Specialist Learner support

- 91. training around Quality Standards, Procurement and Full Cost Recovery
- 90. self administered web administration & e commerce. This 'Third Sector' seems like more unnecessary jargon.
- 89. working with parents
- 88. The Forum's are being abolished but I am a Trustee in another third sector organisation called Sight Service
- 87. Marketing
- 86. Recruitment/ sales Skills Marketing
- 85. Marketing Systems & Project Management
- 84. We aim to develop our CAPACITY by engaging appropriately trained and experienced freelance associates on a project-to-project basis
- 83. The sector is being asked to be more professional but does not get the funding to pay professional rates for professional qualifications. This seriously needs to be addressed by trustees, local authorities and funders to retain staff.
- 82. Specific training with regards to the changes in funding opportunities for the third sector e.g., contracts, procurement, changing legal issues, new legal structure opportunities etc
- 81. Website/ICT Quality Equality & Diversity Management skills
- 80. Management and Leadership Marketing
- 79. Not Sure
- 78. Training and Assessment skills Project management Stress management Website training Counselling skills Corporate responsibilities of Directors
- 77. Managing change participatory learning acting and reflecting
- 76. Marketing, PR and press releases
- 75. Fundraising skills
- 74. Assessing & Verifying skills
- 73. Leadership and Management
- 72. skills for our steering group; group communication, working in partnerships, report writing etc.
- 71. Free Higher Level Training
- 70. Writing funding bids Health and Safety
- 69. Management Communication
- 68. all
- 67. Performance monitoring
- 66. Employment Law, Supervision skill, Leadership and Governance,
- 65. Not sure
- 64. LEADERSHIP
- 63. 6.5 not sure - new in post 6.6 I would like to develop skills to chair successful meetings
- 62. Business Skills Publicity and Marketing NVQ Assessor Training
- 61. Personally - management and leadership skills, time management
- 60. Improve knowledge on child protection issues. Common Assessment Framework (CAF).
- 59. Attracting & recruiting leaders!
- 58. Me - career direction, confidence, media Organisation - change management
- 57. Leadership skills AMA
- 56. Commercial type training (don't know about programme specific face to face client training)
- 55. Business. Handling Discord. Health and Hygiene. Child Protection
- 54. commissioning
- 53. Board training
- 52. Practical Land management skills are always required. Trained machinery operators, e.g. chainsaw and pesticides are invaluable to our organisation and it is especially good to gain this type of training for volunteers to enable them to gain employment. Keeping up to date with conservation and habitat management methods, Health and safety and first aid training is always invaluable for staff who lead volunteers so they can manage our Reserves to the highest possible standard
- 51. Fundraising Marketing Bid writing
- 50. Recruiting staff successfully
- 49. Competency in Global Information Systems, GIS. Business Management. Publicity and Marketing.
- 48. Marketing and promotion
- 47. people management
- 46. All of them, all policies / all procedures /
- 45. Yes
- 44. we would like to develop the skills and partnership to allow us to deliver the Certificate in Mental Health
- 43. Fundraising, Marketing, Planning for the future, looking at outcomes
- 42. Looking towards Continued Professional Development for all our staff. Looking at needs as we grow and expand. Management skills, Team working, Financial development and business planning, Establishing trading companies within charities
- 41. Management Committee Training, More networking, more events to promote centre and activities
- 40. LEADERSHIP
- 39. building management

38. fundraising, governance, general management
37. financial, leadership, first aid, health and safety,
36. further knowledge of the penal system, out reach potential, appropriate knowledge of 'sign-posted' organisations such as social services.
35. Planning/Strategies
34. communication skills, dealing with customers, BMI awareness
33. Fundraising Governance Strategic planning and implementation
32. myself, Management skills
31. Fund Raising
30. Customer service, information management, volunteer support,
29. Management Qualifications
28. Financial Role of management committee Team building
27. networking!!!
26. Fundraising, Accredited Access Auditing, Volunteer management
25. A bit too late for that now - but it would be Governance and Finance
24. Disability issues, legal issues, funding applications,
23. Staff including myself need to be trained to diploma or degree level to deliver our service in a professional manner and progress our careers.
22. We intend to develop quality measurements and controls; personnel policies including induction and training; strategic review at regular intervals; more precise evaluation of outcomes including soft outcomes.
21. Governance Employment Law marketing Advanced fundraising Business sponsorship
20. Most but in bite size chunks for most things. An appreciation for information in lots of areas and allowing people to specialise in an area in more depth should they wish to do so.
19. Effective Networking
18. We've only been running for a year and had a staff change so we haven't had time to really look at this issue, but it's something we want to develop. Leadership skills and managing press for the Programme Manager and Governance training for the organisation have recently come up
17. Communication
16. communications, marketing and promotion risk assessment/management monitoring and evaluation
15. Training plans on the back of the business plan
14. Fundraising and advertising
13. training of volunteers but recognise only those involved personally can truly undertake the role, due to lack of hands on knowledge
12. management skills, Legal i.e. contracts and procurement
11. rolling programme to up date plus NVQ level 3 rather than 2
10. It is an ongoing process often led by legislative or technical changes
9. Sales skills, marketing skills
8. organising volunteers more formally, practical training programme involving our members as well as the community
7. Probably but I need the time to identify them.
6. Personal - leadership / management training
5. Varies between both in general Finance Governance Business planning
4. Specialist skills around heritage interpretation, archiving, education, better marketing and promotion
3. Level 4 Adult Teachers Certificate
2. Negotiation skills, selling techniques, marketing and promotion, networking, public speaking.
1. Web based research skills High level data analysis

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