



Department
for Education

Skills for Jobs: Lifelong Learning for Opportunity and Growth

January 2021



Skills for Jobs: Lifelong Learning for Opportunity and Growth

**Presented to Parliament
by the Secretary of State for Education
by Command of Her Majesty**

January 2021



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Foreword by the Secretary of State for Education



Our nation stands at a critical juncture. Like the rest of the world, we continue to deal with the coronavirus pandemic and prepare to recover and rebuild from its aftermath. It must also be our mission to forge a new identity as we seize the opportunities created by our exit from the European Union. To give ourselves the best chance of success we must make sure everyone has the skills which will allow them to get good jobs, both now and in the future.

To deliver this, the Prime Minister has introduced a Lifetime Skills Guarantee to allow everyone to access the education and training they need throughout their lives. It is our mission to make sure that opportunity is there for everyone, wherever they live, to level up every inch of the country.

These are the skills that further education is perfectly placed to provide but we have historically not always made the best use of it. Unlike many of our OECD peers, this country has not always shown further education the esteem it deserves, with too many people – and too many employers - wrongly believing that studying for a degree at university is the only worthwhile marker of success. Although our universities are world-class, it is not the only choice: in many cases, a college course or apprenticeship can offer better outcomes.

As a result we have a skills gap that is holding us back economically. We do not have enough technicians, engineers or health and social care professionals. Redressing this will be critical to improving our productivity and international competitiveness. This is why we intend to prioritise the courses and qualifications that enable people to get great jobs and which will support our economy to compete with the world's best.

This White Paper is a blueprint for the future. We will move on from previous underestimations of further and technical education and reinforce its pivotal role as a pathway to a bright future.

We are building on the success we have already achieved in reforming apprenticeships. These have been transformed from a second-rate option to a prestigious choice with excellent outcomes. We will use the national system of employer-led standards that have been created for apprenticeships as a model and will ensure employers have a central role in designing and developing qualifications and training.

This White Paper aims to strengthen links between employers and further education providers. We will place employers at the heart of defining local skills needs and explore a new role for Chambers of Commerce and other business representative organisations working with local colleges and employers. The courses offered by providers will be tailored to meet the skill needs of businesses. We will support their delivery through £1.5 billion of capital funding to improve the condition of further education colleges, a further £291 million to support 16-19-year-olds and £375 million to deliver our contribution to the Plan for Jobs in 2021-22 and start delivering our Lifetime Skills Guarantee.¹ And we need all our further education providers to be well managed, governed and have the best quality teachers and lecturers.

As the rate of technological change increases, further education will be crucial to building an agile and adaptable workforce. Provision will be flexible – whether full-time or part-time; on-the-job or off-the-job; a first ever job, or a change of career. Everyone will have the chance to retrain, update their skills and move into growth sectors, when they need to.

This White Paper is not just about a new economic dawn for the country, crucial though that it is. At its most fundamental it is about fulfilment and enrichment on a personal level. For too long we have squandered much of our latent creativity and talent: this White Paper will be the lever to unleash it. It will ensure that people can learn the skills they need to get great jobs, as well as provide the means to plan a fulfilling and productive life.



Rt. Hon. Gavin Williamson CBE MP
Secretary of State for Education

¹ Capital funding also covers Designated Institutions. [Capital allocations for FE colleges and designated institutions](#). (Education and Skills Funding Agency, 2020).

Executive Summary

1. This White Paper sets out how we will reform further education so it supports people to get the skills our economy needs throughout their lives, wherever they live in the country. Focusing post-16 skills on this core mission will increase productivity, support growth industries, and give individuals opportunities to progress in their careers. We will deliver this focus on jobs and growth by:

- Putting employers at the heart of the system so that education and training leads to jobs that can improve productivity and fill skills gaps.
- Investing in higher-level technical qualifications that provide a valuable alternative to a university degree.
- Making sure people can access training and learning flexibly throughout their lives and are well-informed about what is on offer through great careers support.
- Reforming funding and accountability for providers to simplify how funds are allocated, give providers more autonomy, and ensure an effective accountability regime which delivers value for money.
- Supporting excellent teaching in further education.

Lifetime Skills Guarantee

2. Our reforms will deliver the Prime Minister's Lifetime Skills Guarantee, as set out in his speech in September 2020. This Government will help everyone to get the skills they need at every stage in their lives.

3. We will provide a Lifelong Loan Entitlement, the equivalent of four years of post-18 education from 2025, and we will transform the funding system so it is just as easy to get a loan for a higher technical course as it is for a full-length university degree. Wherever you are in your career, the Lifetime Skills Guarantee allows you to access the skills that you need to be successful. We will ensure everyone has access to education and training that will help them to get a great job, from our 12-16-week bootcamps to funding free qualifications for any adult without an existing full level 3 (A Level equivalent) qualification. Through our Lifetime Skills Guarantee we will invest in top-quality provision, funding upgrades to further education colleges across the country and improving our already successful apprenticeships.

The case for change

4. We are at a crossroads for our country. As we deal with the impact of the coronavirus pandemic, meet our commitment for net-zero by 2050, and embrace the new opportunities that exiting the European Union brings, improving the skills of people across the country will be critical to our future success.

5. There are currently significant skills gaps at higher technical levels.² We do not have enough technicians, engineers or health and social care professionals to meet the many vital challenges we face, from building our green economy to meeting the health and care needs of our ageing population. Across a range of sectors, there is growing employer demand for the skills that higher technical education provides.³ Investing in these skills at both a local and a national level is critical to improving our productivity and international competitiveness.

6. Our skills system has been very efficient at producing graduates but has been less able to help people get the quality technical skills that employers want. Only 4% of young people achieve a qualification at higher technical level by the age of 25 compared to the 33% who get a degree or above.⁴ Moreover, only 66% of working-age graduates are in high-skilled employment.⁵ In contrast, recent analysis shows that technical courses can lead to better career outcomes for those who follow them, with men with a higher technical (level 4) qualification earning on average £5,100 more at age 30, and women with a higher technical (level 5) qualification earning £2,700 more at age 30, than those with a degree (level 6).⁶

² [Higher technical education: the current system and the case for change](#) (Department for Education, 2019); [Employer Skills Survey 2019](#) (Department for Education, 2020).

³ [Labour Market and skills projections: 2017 to 2027](#) (Department for Education, 2020).

⁴ [Post-16 education: highest level of achievement by age 25](#) (Department for Education, 2018).

⁵ [Graduate labour market statistics](#) (Department for Education, 2020).

⁶ [Post-18 Education: Who is Taking Different Routes and How Much do they Earn?](#) (Centre for Vocational Education Research, 2020).

7. We know that many careers are now accessible through technical and higher technical qualifications and higher-level apprenticeships, as well as through traditional degrees. But while these technical qualifications lead to good outcomes for individuals and the economy, colleges and independent training providers do not have enough support and incentive to offer high-value training and education. Current funding rules encourage providers to put on cheaper and lower-value courses which can be filled easily.⁷ Ringfenced funding and excessive bureaucracy also stop colleges and other providers from being as responsive and flexible as they would like.⁸

8. In addition to the problems that individual providers face, there is no mechanism to understand and address the gaps that local areas face in skills provision. Employers and providers do not always work together to agree what skills are needed to meet local labour market demands. This means that providers cannot adapt the mix of courses or develop the infrastructure and training needed to meet the skills needs of local employers. Furthermore, without a clear articulation of local and national skills needs there is limited scope for providers to work together when cooperation is required to address skills gaps.⁹

9. Finally, even where excellent opportunities to gain technical education exist, these are not always available to everyone due to student finance restrictions and a lack of flexibility in how courses are delivered.^{10,11}

⁷ As noted by the Augar Report, 'FECs are under pressure to fill their courses early in the year, leaving little opportunity for long term planning'. [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p.126.

⁸ As noted by the Augar Report, 'Funding rules are complex and inflexible. They impose short time horizons and do not allow FE colleges to respond to local labour market needs'. [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p. 125.

⁹ See for example [England's Skills Puzzle: Piecing Together Further Education Training & Employment](#) (Policy Connect Learning & Work Institute, 2020).

¹⁰ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), pp.35-37.

¹¹ [Post 18 Choice of Part-Time Study](#) (2019), Table 14.

Our plan for reform

10. We are building on our successful apprenticeship reforms, where a focus on employer needs and standards transformed apprenticeships from a second-rate option to a prestigious choice. We will apply this principle across post-16 technical education and training. Using the national system of employer-led standards created for apprenticeships, we will ensure employers have a central role in designing and developing qualifications and training. Employers will also be put at the heart of identifying skills needs and helping to shape local provision through close working with colleges and other providers; we will make strategic development funding available to colleges to support this.

11. We will create the conditions for providers to deliver education and training that improves employment outcomes. Local Skills Improvement Plans will support this by bringing employers, colleges and other providers, and local stakeholders together to set out the key changes needed to make technical skills training more responsive to employers' skills needs. These plans will improve the links between employers and providers and give providers a clear articulation of skills needs in an area. Providers will be empowered to shape their provision to respond to skill needs. We will support colleges to do this through our strategic development funding.

12. We will provide greater clarity and predictability of funding for providers and more autonomy for how that funding is used. Accountability will focus on outcomes, supporting a shift towards higher-value, employment-based provision. This will allow colleges and other providers to be more flexible and innovative in how they respond to local and national skills needs.

13. We will continue to reform higher technical education, making it a true alternative to a degree by having a strong focus on quality assurance and delivering the training and education that employers want. We will make sure that people understand the benefits that technical education can offer them throughout their lives. We will increase the provision of higher-level, high-quality technical education and training through the National Skills Fund, Institutes of Technology and T Levels, and we will use our reforms to funding and accountability to encourage providers to offer more education and training at this level.

14. The new Lifelong Loan Entitlement will support increased access to high-quality technical qualifications and bring greater parity between technical and academic education. This will support the creation of a truly flexible skills system, together with offering more modular provision so people can build up learning over time and promoting flexibility through online and blended learning.

15. While being clear that the new core purpose of further education is to give people the technical skills they need to get good jobs and boost the UK's productivity, we will not forget those in need of lower level skills to help them progress. We will continue to provide support for the most vulnerable, including those with special educational needs and disabilities who rely on further education to support their personal development and access to independent living.

16. None of our reforms can be delivered without excellent teaching in further education. We will prioritise recruiting and retaining high quality staff, providing them with training and professional development and ensuring strong links between teaching staff and industry.

Summary of decisions

This White Paper sets out planned reforms to the further education and technical training system. Subject to parliamentary approval, it is the Government's intention that many of these reforms will be implemented through future primary legislation. We will also consult on proposals where appropriate and where that is the case the final policy will be subject to taking consultation responses into account. A summary of key decisions is included here.

Putting employers at the heart of post-16 skills:

- Give employers a central role working with further education colleges, other providers and local stakeholders to develop new **Local Skills Improvement Plans** which shape technical skills provision so that it meets local labour market skills needs.
- Pilot Local Skills Improvement Plans in **Trailblazer local areas**, exploring an approach where they are led by accredited **Chambers of Commerce** and other business representative organisations in collaboration with local providers; and engage employer and provider groups to ensure we create the most effective models of employer representation before wider rollout.
- Make **Strategic Development Funding** available in 2021/22 in a number of pilot areas to support colleges to reshape their provision to address local priorities that have been agreed with local employers.
- Ensure government has up-to-date and expert advice on the labour market and national skills gaps from the **Skills and Productivity Board**.

- Align the substantial majority of post-16 technical and higher technical education and training to **employer-led standards** set by the Institute for Apprenticeships and Technical Education, so skills provision meets skills need.
- Continue to improve and grow **apprenticeships**, so more employers and individuals can benefit from them as part of the Lifetime Skills Guarantee.
- Improve the quality of **traineeships**, to better support young people to transition to apprenticeships and other occupations.
- Continue to support participation in **English, maths, and digital** training to meet employers' needs and support people to progress in employment or further study.
- Invite proposals through the Strategic Development Fund to establish **College Business Centres** within further education colleges to work with employers in a designated sector on business development and innovation.

Providing the advanced technical and higher technical skills the nation needs:

- Use the new £2.5 billion **National Skills Fund** to enhance the funding to support adults to upskill and reskill. This will include an offer, backed by £95 million in 2021-22, for all adults to achieve their first full **advanced (level 3) qualification** as part of the Lifetime Skills Guarantee.
- Expand our flagship **Institutes of Technology** programme to every part of the country by the end of this Parliament, to spearhead the increase in higher-level technical skills in Science, Technology, Engineering and Maths.
- Continue to roll out **T Levels**, to prepare students for entry into skilled employment or higher levels of technical study, including apprenticeships.
- **Reform higher technical education** (levels 4 and 5) with a new approval system based on employer-led standards.
- Create clear **progression** routes for students towards the higher-level technical qualifications that employers need.

A flexible Lifetime Skills Guarantee:

- Implement the flexible **Lifelong Loan Entitlement** to the equivalent of four years of post-18 education from 2025.

- As a pathway towards the Lifelong Loan Entitlement, we will stimulate the provision of high-quality higher technical education (levels 4 and 5), as we work towards making it as easy to get a **student finance** loan for an approved Higher Technical Qualification as it is for a full-length degree.
- Introduce pilots to stimulate higher technical education and incentivise more flexible and modular provision.
- Determine how we can best stimulate credit transfer between institutions and courses.
- Consult on the detail and scope of the Lifelong Loan Entitlement in 2021.
- Improve how teaching is delivered so that it is more accessible, with the use of **digital and blended learning**.
- Provide **clear information about career outcomes** through occupational maps, wage returns data and ensuring providers give pupils information about all options.

Responsive providers supported by effective accountability, governance, and intervention

- We will **consult** on the following proposals to reform our funding and accountability system:
 - **Simplification** and streamlining of funding for further education to support high-value provision relevant to the labour market, with elements of simplified and streamlined funding to be tested ahead of consultation.
 - Give more certainty to providers over their funding, including considering how we could move to a **multi-year funding** regime.
 - Reform our accountability approach, relaxing ringfences and reporting; instead focusing on **outcomes**.
 - Introduce new accountability structures to underpin the **delivery of Local Skills Improvement Plans**.
- We will continue to invest in the college estate, to transform facilities and enable high-quality provision.

- Introduce **new powers for the Secretary of State for Education**, so the government can intervene quickly and decisively in cases where there are persistent problems that cannot otherwise be addressed, either with colleges not delivering effectively or where local providers are unable to deliver the skills priorities for that area.
- Strengthen the **governance** of colleges, by taking a clearer position on what good governance and leadership looks like and placing specific requirements on colleges and other provider types.
- Ensure that **subcontracting** practices improve educational outcomes.

Supporting outstanding teaching

- Launch a **national recruitment campaign** for teachers in further education settings.
- Base **Initial Teacher Education** on employer-led standards.
- Improve the provision of high-quality **professional development** and support progression for teachers.
- Facilitate a strong relationship between **industry** and providers.
- Support **apprenticeships** teachers and lecturers with a tailored professional development offer.
- Introduce comprehensive **workforce data collection**.

Chapter 1: Putting employers at the heart of post-16 skills

We will ensure employers are at the heart of Post-16 skills, driving technical and higher technical skills provision in their areas. To do this we will:

- Give employers a central role working with further education colleges, other providers, and local stakeholders to develop new Local Skills Improvement Plans which shape technical skills provision so that it meets local labour market needs.
- Pilot Local Skills Improvement Plans in Trailblazer local areas, exploring an approach where they are led by accredited Chambers of Commerce and other business representative organisations in collaboration with local providers; and engage employer and provider groups to ensure we create the most effective models of employer representation before wider rollout.
- Make Strategic Development Funding available in 2021/22 in a number of pilot areas to support colleges to reshape their provision to address local priorities that have been agreed with local employers.
- Ensure government has up-to-date and expert advice on the labour market and national skills gaps from the Skills and Productivity Board.
- Align the substantial majority of post-16 technical and higher technical education and training to employer-led standards set by the Institute for Apprenticeships and Technical Education, so skills provision meets skills need.
- Continue to improve and grow apprenticeships, so more employers and individuals can benefit from them as part of the Lifetime Skills Guarantee.
- Improve the quality of traineeships, to better support young people to transition to apprenticeships and other occupations.
- Continue to support participation in English, maths, and digital training to meet employers' needs and support people to progress in employment or further study.
- Invite proposals through the Strategic Development Fund to establish College Business Centres within further education colleges to work with employers in a designated sector on business development and innovation.

1. A key objective of our reforms is to ensure that the provision of technical education and training is well aligned to what employers need. This will ensure that people are able to get good jobs and make progress in their careers. To achieve this, we need more employer engagement throughout the skills system, from identifying skills needs to developing the training and qualifications to meet them. We know that access to a skilled workforce plays a key role in where businesses decide to invest, and supplying businesses with the skills they need for the future economy will be an integral part of our Industrial Strategy refresh to drive longer term growth.¹² By putting employer needs at the heart of our reforms we will ensure the UK remains a global leader in attracting international investment and employers, and in doing so support our economy.¹³

2. At the moment, employers do not have enough influence over the skills provision offered in their local area or enough say in how all technical training and qualifications are developed.¹⁴ Employers tell us they struggle to find staff to fill their skills gaps at all levels, and whilst our apprenticeships programme has been extremely successful, smaller employers are not always able to access the level of provision they need.¹⁵ Finally, our complex skills system means it can be challenging for many employers to engage with colleges and training providers effectively and make use of their facilities and expertise.

3. Our reforms will address these problems by: giving employers a central role in identifying local and national skills needs; aligning the majority of qualifications and training to employer-led standards; supporting smaller businesses to access apprenticeships; and supporting the participation in English, maths, and digital skills that employers need.

¹² [Brave new world: How COVID-19 has reshaped the outlook for FDI](#) (EY UK, 2020).

¹³ [Brave new world: How COVID-19 has reshaped the outlook for FDI](#) (EY UK, 2020).

¹⁴ See for Example [England's Skills Puzzle: Piecing Together Further Education Training & Employment](#) (Policy Connect Learning & Work Institute, 2020).

¹⁵ [Employer Skills Survey 2019: Skills Needs](#) (Government Social Research, 2020), p.32.

A tailored plan to meet local skills needs

4. We must ensure that technical skills provision is supporting the economy and responsive to local labour market needs. We will make this a reality by piloting new employer-led Local Skills Improvement Plans to set out the key changes needed to make technical skills training more responsive to employers' skills needs. These plans will be created by employers and providers, with the employers setting out a credibly articulated and evidence-based assessment of skills needs to which providers will be empowered to respond.

5. Our intention is for Local Skills Improvement Plans to provide a framework to help colleges and other providers reshape what they offer to tackle skills mismatches and ensure that they are responding as effectively as possible to labour market skills needs. The plans will ensure a better match between the supply and demand for skills training, and being locally-driven, can be tailored to the challenges and opportunities most relevant to the country's rural areas, towns and cities. They will help drive more efficient provision, with colleges and other providers working collaboratively to benefit from economies of scale and specialising in the areas in which they excel. We expect these plans to be drawn up for an initial period of three years and reviewed and updated regularly.

6. The success of Local Skills Improvement Plans will depend upon sustained and effective engagement between colleges and other providers and local employers, with employers convened and represented through established local business membership organisations. In countries with strong employer-led skills systems, such as Germany and the Netherlands, a national network of Chambers of Commerce represents employers and works closely with further education providers to co-design and co-deliver curricula. We do not have mandatory membership of Chambers of Commerce, unlike these countries, but many English Chambers already work closely with providers, are highly responsive to local business needs, and are well placed to represent the needs of local businesses.

Case study: German Chambers of Commerce

Chambers of Commerce are central to Germany's dual system of apprenticeship training, acting as a "one-stop-shop" for employer engagement. Each of the 132 chambers has specialist advisers who verify the capacity of companies and ability of trainers to train, alongside advising apprentices. They also register training contracts between the apprentice and employer, supervise workplace training, assess trainers, and conduct intermediate and final course examination. Across the country, around 300,000 skilled workers train apprentices and 180,000 volunteer to test apprentices' practical skills.

The effectiveness of this is clear. Employers recoup 69% of their total cost of training through apprentices' practical contribution to firms (2017/18), and opinion polls consistently show 70% of companies are satisfied with the Chambers.¹⁶

While we are not proposing to make membership of Chambers of Commerce compulsory, as it is in the German system, this remains a good example of how employer engagement can drive training.

7. In light of their potential benefits, we want to start piloting Local Skills Improvement Plans across the country as soon as possible. In early 2021 we will announce a group of Trailblazer local areas where we will invite accredited Chambers of Commerce and other business representative organisations to work closely with local providers to co-create the first Local Skills Improvement Plans.

8. Local Skills Improvement Plans will build on the work that Mayoral Combined Authorities and Local Enterprise Partnerships have done through their establishment of Skills Advisory Panels. Local Skills Improvement Plans will be informed by, and in turn inform, national skills priorities as highlighted by the new Skills and Productivity Board. However, we do not expect them to affect the important role that some providers with national reach play in supporting our national skills priorities. Mayoral Combined Authorities play a vital role across their local skills system and most already have responsibility for delivering certain adult education functions and will continue to do so. Mayoral Combined Authorities will be consulted in the development of these plans.

9. It is our intention to legislate to put the employer leadership of Local Skills Improvement Plans on a statutory footing, strengthening the voice of employers in local skills systems across the country. We will engage employer and provider groups across the country to ensure that the model of employer representation used in each local area is the most effective in supporting local skills systems.

¹⁶ The 69% is the cost of the apprentice wages in training and sundry costs versus their productive contribution to the firm, the monetary value of their work. [BIBB Report 1/2020 – Training in Germany – an investment against the shortage of skilled workers](#) (The Federal Institute for Vocational Education and Training (BIBB), 2020).

Investing in local skills priorities

10. Employer engagement through the development of Local Skills Improvement Plans will help colleges and other providers to strengthen relationships and partnerships with employers. This will help to shape local skills provision so it provides learners with the best chance of securing meaningful employment, as well as upskilling the existing workforce. It will also support colleges to identify where provision could be delivered more efficiently by working in partnership with others.

11. To support these changes, Government will set up a new Strategic Development Fund to facilitate changes to provision that have been endorsed by local employers. The Fund will offer capital and revenue funding to help colleges respond to locally agreed priorities. These could be investing in new or upgraded facilities and equipment, setting up a College Business Centre, or pump-priming new provision in growth areas. It will have a particular focus on supporting proposals that fill gaps in provision where it is difficult for an individual college to take action alone.

12. The new Strategic Development Fund will be piloted in a number of areas of the country and we anticipate inviting bids for funding from groups of colleges. For the Trailblazer local areas, colleges will be able to apply for funding to support the priorities identified as they work with Chambers and other business representative organisations to develop their Local Skills Improvement Plans. In other areas, colleges will need to demonstrate that they have worked with representative employer organisations and received endorsement for their bids. Further information will be announced shortly.

Case Study: Republic of Ireland's Regional Skills Fora

Improving channels and opportunities for employers to have their say and actively contribute to local skills development is a key feature of Ireland's National Skills Strategy 2025.¹⁷ The Regional Skills Fora, set up in 2016, are helping to foster stronger links between employers and to strengthen further and higher education and training provision as part of regional responses.

The Skills Fora provide a number of key benefits to local employers and act as a single point of contact within the skills system. They generate more robust labour market information and analysis of employer needs to inform training and provide a ready structure for employers to become more involved in the skills system in promoting employment roles and opportunities for career progression in their sectors.

¹⁷ [National Skills Strategy 2025 – Ireland's Future](#) (Department of Education and Skills, 2016).

When the West Regional Skills Forum identified that there was a skills gap and lack of progression routes in cyber security in Galway and Mayo, they worked with local employers and international IT company Hewlett Packard Enterprise to address the problem. They completed a mapping exercise to spot gaps in the skills system and worked to deliver new courses through local education providers.

Expert advice on the labour market, from the new Skills and Productivity Board to government

13. In addition to employer engagement on local skills needs, we also need a clear and evidence-based assessment of the skills needs of the national economy. As announced in September 2020, a new Skills and Productivity Board will undertake expert analysis of national skills needs to inform government policy. The Board will be chaired by Stephen van Rooyen, CEO of Sky UK & Europe, who brings his extensive experience of business leadership to this role.

14. The independent board, composed of labour market and skills economists, will be commissioned by government ministers to provide evidence and analysis that addresses the most pressing gaps in our knowledge of the labour market. Building on the existing evidence, it will consider which skills and training add the most value to the economy, where the key skills mismatches are both now and in the future, and which courses return the best earnings for young people and adults.

15. The Education Secretary will use the Skills and Productivity Board's evidence to inform policy decisions and its evidence will also be available to local areas when they are developing their Local Skills Improvement Plans.

A national system of employer-led standards by 2030

16. Training and qualifications must meet the needs of employers. We will achieve this by aligning the vast majority of post-16 technical education and training to employer-led standards by the end of the decade, building on our apprenticeships and T Level reforms and on the recommendations of the Sainsbury Review.¹⁸

¹⁸ Standards set out the knowledge, skills and behaviours required for someone to be competent in an occupation, as determined by employers through the Institute for Apprenticeships and Technical Education. [Report of the Independent Panel on Technical Education](#) (2016).

17. Using a common set of employer-led standards to define the content of technical courses, qualifications, and apprenticeships brings several benefits and efficiencies. Employers will have confidence that the knowledge and skills being delivered through technical education will meet their needs. This will allow employers to train staff at different points in their career towards the same final goal of occupational competence, whether the training is on-the-job or off-the-job. The standards will set out the technical capabilities required to be competent in that occupation, in the form of the knowledge, skills, and behaviours required to succeed in the workplace. Young people and adults, wherever in the country they study or train, will have confidence that their qualifications will prepare them for work.¹⁹

18. A clear, national system of standards, developed by leading employers working with the Institute for Apprenticeships and Technical Education (the Institute), already defines the content of apprenticeships and T Levels. Such a system can be used for other technical qualifications.

19. We propose aligning advanced technical (level 3) qualifications to these standards, as set out in our second stage consultation on the post-16 qualifications review.²⁰ The consultation proposes reducing the advanced technical (level 3) offer so it focuses on fewer, high-quality, employer-led qualifications that are needed alongside T Levels. However, our reforms will not stop there. We are also exploring through the *level 2 and below call for evidence* where qualifications at intermediate level (level 2) can be aligned to employer-led standards. Study at intermediate level (level 2) and below is particularly important for learners with special educational needs or disabilities (SEND) who are overrepresented at these levels, and we are seeking views on the provision and qualifications that should be retained and improved to meet their needs.²¹

¹⁹ [Review of post-16 qualifications at level 3 in England: Second Stage, Government consultation](#) (Department for Education, 2020).

²⁰ [Review of post-16 qualifications at level 3 in England: Second Stage, Government consultation](#) (Department for Education, 2020).

²¹ [Level 2 and 3 attainment by young people aged 19 in 2019](#) (Department for Education, 2020).

20. We will also ensure effective, streamlined regulation and quality assurance of the technical qualifications derived from employer-led standards. In particular, the Institute and the Office of Qualifications and Examination Regulations (Ofqual) are building a strong partnership model that covers all technical education qualifications in which they have a role. This will make the best use of their respective expertise and avoid duplication. The Institute will approve technical qualifications based on employer-led standards, using a streamlined approval process that takes account of Ofqual advice. This unified process will ensure high standards of assessment and awarding as well as alignment with the relevant employer-led standards. Once approved by the Institute, technical qualifications will be regulated by Ofqual, in line with existing practice, working in consultation with the Institute, to ensure that standards of assessment and grading are high and consistent over time. In addition, we will extend the Institute's remit so it can operate effectively in a reformed system, including by approving more technical education and training provision against employer-led standards.

21. Slightly different arrangements will apply to Higher Technical Qualifications (those at levels 4 and 5). For these qualifications, which are provided by awarding organisations, higher education providers, and professional bodies, the Institute has introduced a new approval system based on the national system of employer-led standards that is already used for higher apprenticeships. By signalling which Higher Technical Qualifications meet these standards, and working with the Office for Students, we will send a clear message to prospective students about which Higher Technical Qualifications are high-quality and really valued in the labour market.

Apprenticeships that work for all employers

22. Employer-led standards have helped us to transform apprenticeships into a prestigious programme that better meets the needs of employers across the country. We have seen over 440,000 apprentices start the new, employer-led standards between the 2014/15 and 2018/19 academic years.²² However, as set out in the Prime Minister's speech on the Lifetime Skills Guarantee, we have further to go to make sure more employers can benefit from the programme while continuing to raise the quality even further.

²² [Apprenticeship starts by pathway 2014/15 to 2018/19](#) (Department for Education, 2020).

23. We will focus on three key areas. Firstly, we will support more people to start apprenticeships, helping employers to recover from the coronavirus pandemic with the skilled employees they need to grow. Secondly, we will continue to respond to feedback from employers to improve the programme, including by making more use of apprenticeship funding, making it easier for levy-paying employers to transfer funds and making apprenticeships work in more sectors. Finally, we will raise quality, ensuring that every apprentice has the best experience and reaches their potential.

24. As the Prime Minister announced, we will make funding available to enable more employers to take on apprentices. Smaller employers are important because they help increase opportunities, particularly for young people, to embark on apprenticeships across the country.²³ We want to address the fall in apprenticeship starts since 2017 for employers that do not pay the Apprenticeship Levy, which has been even more pronounced during the coronavirus pandemic.²⁴ ²⁵ In 2021-22, we are making £2.5 billion available to support apprenticeships – including for employers who do not pay the levy, who will continue to be able to reserve funding for 95% of apprenticeship training and assessment costs. This will enable smaller employers to access the apprenticeships they need as they move onto the apprenticeship service and gain greater control over their apprenticeship choices.

25. Smaller employers are already benefiting from transfers from levy-paying employers, with larger employers using transfers to encourage apprenticeship starts and build stronger skills through all sectors and parts of the economy.²⁶ From August 2021, we will enable levy-paying employers to pledge specific amounts of their funds as available for transfer. At the same time, we will launch an online matching service to help levy-paying employers find small employers to transfer funds to. By improving the transfer process, we will help levy-paying employers make greater use of their funds to support their supply chains and local areas, and increase the transparency of how their funds are being used.

²³ While starts not funded by the levy accounted for a third of all starts in 2019/20, they accounted for 59% of starts aged 16 to 18. [Explore Education Statistics: 'Subjects and levels - apprenticeship levy' from 'Apprenticeships and traineeships'](#) (Department for Education, 2020).

²⁴ In 2018/19, starts in SMEs were down 43% compared to pre-reform while starts among large employers were up 7%. [Apprenticeships in England by Industry Characteristics 2018 to 2019](#) (Department for Education, 2020).

²⁵ Between April and July 2020, levy funded starts were down 37% on the same period in 2019 – compared to a 65% drop in starts not funded by the levy. [Explore Education Statistics: 'Monthly apprenticeship starts' from 'Apprenticeships and traineeships'](#) (Department for Education, 2020).

²⁶ As of 1 December 2020, there have been 7,840 apprenticeship service commitments entered into the apprenticeship service (since August 2018) where the transfer of funds between ASAs has been approved. Of these 7,840 transferred commitments, 34.5% (2,710) were transfers to levy-paying organisations and 65.5% (5,140) were transfers to non-levy-paying. [Explore Education Statistics: 'Apprenticeships and traineeships'](#) (Department for Education, 2020).

26. We are increasing our focus on sectors with existing and emerging skills needs, guided by the Government's national skills priorities. We are already engaging with the construction, manufacturing, public, health and social care, digital and creative sectors to understand and tackle the specific barriers these sectors face in making full use of apprenticeships.

27. We have heard from the construction and creative sectors that one of the barriers is the varied and flexible employment patterns that mean an apprentice and their employer are unable to commit to the minimum 12-month apprenticeship duration. We want to support apprentices and employers to make use of apprenticeships in sectors where short-term, project-based employment is the norm, and we will seek to develop our online apprenticeship service to make it easier for this to happen. Sectoral apprenticeship agencies may offer one solution, giving constant employment to an individual during the life of their apprenticeship which allows them to move between work placements and continue their training. We are working with Screenskills and the Department for Digital, Culture, Media & Sport to test a new apprenticeship agency in the film and television sector in 2021, and we are working with employers in other sectors to consider whether such agencies could increase the use of apprenticeships.

28. Through our ongoing engagement with apprentice employers, we have seen that front-loaded training can work in a number of sectors, giving the apprentice a greater level of training at the start of their apprenticeship to prepare them to enter the workplace. We will start by supporting this delivery model in priority construction standards from April 2021, followed by health and social care, while also considering the further steps we could take to encourage training providers to adapt the structure of their programmes to better meet employers' needs.

29. While apprenticeships will continue to require a minimum duration of 12 months with at least 20% of an apprentice's time spent in off-the-job training, we will work with employers, training providers, and the Institute to enable apprentices with significant prior learning to reduce the duration of their apprenticeship and reach occupational competence more quickly. We will create clear pathways for learners who are progressing from other formal training routes. We will test whether the successful completion of a bootcamp can be formally recognised as prior learning for an apprenticeship and will evaluate this new approach in spring 2021. We will seek to build on this by examining how we can support better transition into apprenticeships from T Levels and traineeships. We are already developing a bespoke construction traineeship that will offer a clear route into a shorter apprenticeship. For apprentices with considerable relevant experience, we want to support training providers so that they better recognise this experience during the prior learning assessment and account for this in the training.

30. We will work with the Institute to identify and prioritise the development and delivery of standards that will have the greatest positive impact for employers and apprentices. We will do this by focusing on those that have the highest levels of employer demand, or meet skills shortages, acknowledging that these may have evolved due to the coronavirus pandemic.

31. Employers and apprentices should have confidence in the rigour, high standards, and exceptional quality of apprenticeships. We will provide tools, advice, and guidance to support employers to give their apprentices a high-quality experience. This will include: a quality roadmap that benchmarks what a high-quality apprenticeship programme looks like; a linked self-assessment tool for use by both employers and providers; and support for employers who may be experiencing problems with apprenticeship provision. We will also be implementing the Augar Report recommendation to make Ofsted the lead responsible body for inspecting apprenticeships training quality at all levels.²⁷

32. We will improve the value and prestige associated with the successful completion of an apprenticeship for employers and apprentices, including developing enhanced apprenticeship certificates and providing support for graduation ceremonies.

33. We will focus on progression, and transferable skills and knowledge, working with the Institute to make sure that the development of all new standards considers progression within and across occupations. Apprenticeships can provide the foundations for further career progression; we will further promote the opportunities that become available upon the completion of apprenticeships, for example higher levels of apprenticeships or technical training.

34. We must also ensure that apprenticeships are providing good value-for-money for employers. The Institute will develop a new, improved model for determining the funding band for each standard which will support greater transparency, value-for-money, and consistency, using independent data. Subject to a successful pilot, this will be implemented in 2021.

²⁷ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p.154.

Improved traineeships

35. For young people who are not yet ready for an apprenticeship, employment, or further study, our traineeships offer a first step towards these by providing work experience and sector-based occupational skills. Since 2013 we have seen positive impacts from traineeships, with 66% of trainees starting an apprenticeship, employment, or further learning within six months of starting their traineeship in 2017/18.²⁸ There are also higher proportions of under-represented groups among trainees than among apprentices, such as learners with learning difficulties and ethnic minority groups.²⁹

36. We are increasing our investment in traineeships to address a rise in unemployment due to the impact of the coronavirus pandemic. We have also introduced greater flexibilities to traineeships to improve quality and respond to employers' needs, including:

- Opening them up to young people with an advanced (level 3) qualification.
- A stronger technical offer focused on training young people, with content aligned to employer-led standards to better prepare them for apprenticeships.
- More flexible work experience of between 70 and 240 hours.
- An increase in duration of up to 12 months to help those young people affected by the coronavirus pandemic and those who need more support to gain the basic skills that employers need.

37. We will now drive quality up by going further in linking traineeships to apprenticeships in growth sectors such as construction and digital. These sector-specific traineeships will better align the content of traineeships to the national system of employer-led standards, giving more trainees a better experience and employers greater confidence in offering work placements and taking on trainees. This builds on the positive feedback we have seen in our Traineeship Evaluations where trainees expect that having sector-specific content would make them more attractive to employers by giving them skills that they can apply to the workplace and help them secure progression to employment opportunities.³⁰

²⁸ [Explore Education Statistics: Further education outcome-based success measures: 2016 to 2017](#), (Department for Education, 2020).

²⁹ [National Statistics: Further education and skills: November 2019](#) (Department for Education, 2019), Table 7.

³⁰ [Traineeships: First year process evaluation](#) (Department for Business, Innovation & Skills, 2015); [Traineeships: Year two process evaluation](#) (Department for Education, 2017).

English, maths, and digital skills for everyone

38. Most occupations require competence in English, maths, and digital skills.³¹ However, 49% of adults have numeracy skills no better than the level expected of an 11-year-old; for literacy, it is 15%.³² 52% of the workforce do not have essential digital skills for work.³³ We need to address this so employers get the competent staff they need and people without these skills can develop them in order to find a good job, or progress their careers.

39. Our reforms to date encourage people to gain these basic skills by requiring 16-19-year-old students without an approved intermediate level (level 2) in English and maths to continue studying these subjects. Achieving an approved qualification at this level is also an exit requirement for T Levels and is necessary to complete an advanced technical (level 3) or higher apprenticeship. In addition, under our legal entitlements, any adult who does not already have an intermediate (level 2) qualification in English and/or maths can be fully funded to study these qualifications. Our qualifications reforms mean we now have GCSEs and Functional Skills as the qualifications of choice. In addition, through the Centres for Excellence in Maths programme we are improving the quality of teaching by embedding maths mastery nationally to support students aged 16-18 studying GCSEs, no matter which pathway they are on.

40. In August 2020, we introduced the digital entitlement for adults who need essential digital skills for work, giving free access to new digital skills qualifications based on our employer-supported national standards. Only new digital skills qualifications based on our national standards will be publicly funded, providing a clear set of high-quality options. In line with the Lifetime Skills Guarantee, we will make essential digital skills provision more accessible and flexible by building on the innovation in online learning implemented during the coronavirus pandemic, such as the Skills Toolkit. This will mean that all adults can gain essential digital skills at a time and place that suits them. We will reform and update the digital entitlement accordingly to ensure it is meeting the needs of learners and supports the Government's ongoing commitment to improving essential digital skills.

³¹ [Educating for the modern world](#) (Confederation of British Industry, 2018), p.22; [No Longer Optional: Employer Demand for Digital Skills](#) (Burning Glass Technologies and Department for Digital, Culture, Media & Sport, 2019), p.31.

³² [The 2011 Skills for Life Survey: a Survey of Literacy, Numeracy, and ICT Levels in England](#) (Department for Business, Innovation and Skills, 2012).

³³ [Lloyds Bank UK Consumer Digital Index 2020](#) (Lloyds Bank, 2020).

41. We will ensure those with special educational needs continue to gain direct work-related skills alongside maths and English to increase their employability. We will support students with Education, Health and Care plans to the age of 25 with individuals studying the same programmes as their peers where they have the capability to do so. The cross-government SEND Review, which is currently underway, will consider the support needed for young people with SEND in post-16 provision.

42. We believe that everyone who lives in England should have the opportunity to learn to speak English so that they can participate in our labour market and civil society. Our commitment to boost English language provision for existing migrants will be a key part of the future adult skills system to help people to achieve and progress through employer-recognised, high-quality qualifications.

Further education colleges as centres for business development and innovation

43. The reforms we have set out above will embed employers' needs into our skills system. But there is more we can do to enable direct engagement between colleges and employers. We know colleges have a unique ability to connect employers to learners. Furthermore, they have technical facilities and industry expertise that businesses, especially small ones, may not otherwise be able to access.

44. Responses to the Association of Colleges' 2020 Innovation Survey show that many colleges already engage with employers in multiple ways - with a real appetite to develop their offer to businesses. The survey findings point to a need for support to overcome barriers that stand in their way, including investment in industry grade equipment and more staff time devoted to employer engagement and support.³⁴

³⁴ [Innovation in Further Education Colleges Summer 2020: AoC survey](#) (Association of Colleges, 2020).

45. We will encourage colleges to put forward proposals to establish pathfinder College Business Centres concentrating on local priority sectors, and we will offer support through the Strategic Development Fund. The focus of College Business Centres will be on supporting local businesses to increase levels of innovation and productivity by: meeting and driving demand for technical skills by harnessing business intelligence to improve education provision so that learners develop skills that employers need and that lead to rewarding work; by supporting employers to understand how investment in skills, new technology and innovative practices can drive increased productivity; and by nurturing the development of entrepreneurial talent.

46. By bringing employers and providers together, College Business Centres can help employers better identify and communicate their skills needs – ensuring a more forward-looking local skills offer. They would also be expected to connect employers to colleges' technical expertise and facilities, helping them identify and adopt new approaches that can increase competitiveness. The College Business Centre model can complement the range of business support services already available across the country, ensuring that the unique resources of colleges enhance that offer.

47. We anticipate funding a small number of College Business Centre pathfinders in 2021. Proposals will need to demonstrate evidence of need and backing from local businesses in the relevant sectors. We will undertake an assessment of the roll out of any College Business Centres supported through the Strategic Development Fund, to facilitate and encourage more colleges to develop this type of service.

48. We will also explore how to support employers to access and navigate the whole skills system. We will take a user-centred approach, working closely with employers to identify solutions. Our aim is to ensure all employers, particularly small and medium-sized businesses, and those who find the current system hard to engage with, have clear access routes and can navigate the skills offers provided in further education. This work will provide clarity on what we want from employers in the skills system, bringing them in as co-creators and co-deliverers of skills rather than far-removed customers.

Chapter 2: Providing the advanced technical and higher technical skills the nation needs

We are making progression to advanced and higher technical study a core purpose of our skills reforms, enabling people to get great jobs in areas our economy needs. To achieve this, we will:

- Use the £2.5 billion National Skills Fund to enhance the funding to support adults to upskill and reskill. This will include an offer, backed by £95 million in 2021-22, for all adults to achieve their first full advanced (level 3) qualification targeted at courses that will improve their job prospects.
- Expand our flagship Institutes of Technology programme to every part of the country by the end of this Parliament, to spearhead the increase in higher-level technical skills in Science, Technology, Engineering, and Maths.
- Continue to roll out T Levels, to prepare students for entry into skilled employment or higher levels of technical study including apprenticeships.
- Reform higher technical education (level 4 and 5) with a new approval system based on employer-led standards.
- Create clear progression routes for students towards the higher-level technical qualifications that employers need.

49. We have a skills system that has historically been effective at producing graduates, but less suited to helping people achieve good quality higher technical skills. The majority of people study at foundation and intermediate levels (up to level 2) or at degree level (level 6 and above), with relatively fewer people gaining higher technical skills (levels 4 and 5).³⁵ Only 4% of young people achieve a higher technical qualification as their highest level by the age of 25, while by comparison 37% of 25-year-olds have only achieved an intermediate (level 2) qualification or below, as their highest level qualification, and 33% achieve a degree level (level 6) qualification or above.³⁶ This is despite employers reporting that they demand skills in key industries like manufacturing and construction, which utilise higher technical skills.³⁷

50. We have a significant shortage of vital technician-level STEM skills, for example in engineering-related occupations which will help drive innovation and growth. This shortage is down to a lack of people leaving education with high-quality technical skills over the last 20 years.³⁸

51. Participation is much lower than in many of our more productive international counterparts. We need to support the improvement of skills at the right level if we are to close the gap with international competitors. For example, only 10% of all adults aged 20-45 hold a level 4-5 qualification as their highest compared to around 20% of adults in Germany, and as many as 34% in Canada.³⁹

52. We will increase the number of people with higher technical skills by improving and increasing provision at this level and offering progression routes so more people can access these opportunities. Alongside this, we will reform funding and accountability so providers have an incentive to offer higher-level technical provision (Chapter 4). We will increase flexibility and loan provision so individuals can access this learning in a way that suits them (Chapter 3) and recruit more staff with the expertise to teach higher-level qualifications (Chapter 5).

³⁵ [Damian Hinds Technical Education Speech](#) (Department for Education and The Rt Hon Damian Hinds MP, 2018).

³⁶ [Post-16 education: highest level of achievement by age 25](#) (Department for Education, 2018).

³⁷ [Employer Skills Survey 2019](#) (Department for Education, 2020).

³⁸ [Delivering STEM \(science, technology, engineering and mathematics\) skills for the economy](#) (National Audit Office 2018), p.21.

³⁹ [OECD Reviews of Vocational Education and Training: Skills beyond School Synthesis Report](#) (OECD, 2014).

The National Skills Fund will boost adult learning at advanced technical and higher technical levels

53. It is essential that we invest in education and training for the over 30 million people already in the workforce, giving them the skills they need to progress, and driving productivity growth for companies across the country.⁴⁰ 80% of the workforce of 2030 are already in work today, and we need to offer them the opportunity to upskill and reskill over their careers.⁴¹ It is also vital that we equip people to recover economically from the impact of the coronavirus pandemic. Between 2011/2012 and 2018/19, adult participation in further education has decreased by over one million learners, from 3.1 million to 2.1 million; our new £2.5 billion National Skills Fund through which we will deliver key elements of the Prime Minister's Lifetime Skills Guarantee, will begin to reverse this decline.^{42 43}

54. Starting from April 2021, any adult looking to achieve their first full advanced level (level 3) qualification, which is equivalent to an advanced technical certificate or diploma, or two full A Levels, will be able to access a free, fully funded course as part of the Lifetime Skills Guarantee. These courses will improve people's employment prospects and open up new opportunities, giving adults the qualifications they need, when they need them. We want the provision made available through this offer to have the strongest benefits for individuals, the economy, and the nation. This means the offer will adapt to ensure it meets the needs of the labour market and to meet key skills priorities for the future, such as our commitment to achieve net-zero.

55. We will also work with employers to design and deliver short-duration advanced training. As part of the Lifetime Skills Guarantee, employer-led digital bootcamps are a flexible way to gain high-quality skills that are relevant to employers. From September 2020 to March 2021, we are investing £8 million to train adults in digital skills through an innovative, employer-led digital training initiative, helping adults of all ages to learn IT skills. Employers will select, or co-design with providers, short and flexible training lasting between 12 and 16 weeks which will meet critical skills needs and help adults to retrain, top up skills, or gain new specialist skills.

⁴⁰ [Labour market overview, UK: September 2020](#) (Office for National Statistics, 2020).

⁴¹ [UK Skills Mismatch in 2030: Research Paper](#) (Industrial Strategy Council, 2019).

⁴² [Explore Education Statistics: Further education and skills, Academic Year 2019/20](#) (Department for Education, 2020).

⁴³ [Adult Participation in Learning Survey 2019](#) (Learning and Work Institute, 2019).

56. Through a fast track to interviews, these bootcamps will offer a direct line of sight to work for their participants. We will start by delivering digital bootcamps in six areas: West Midlands, Greater Manchester/Lancashire, Liverpool City Region, West Yorkshire, East Midlands, and the South West. We will expand to other skills, such as those needed by the nuclear industry, from January 2021. We will use up to £43 million in 2021/22 to expand the digital bootcamps from April 2021 and introduce other in-demand technical skills such as construction, helping the country to build back better.

Case Study: West Midlands “Beat the Bots Bootcamp”

In 2019, the West Midlands Combined Authority launched a £5 million grant-funded digital skills pilot, Beat the Bots, to address a skills mismatch in the local economy. Regional vacancy survey data suggested that the top 10 in-demand roles were related to software, data, and cloud computing. However, there was a lack of people qualified at technician level, which is where most job vacancies were.

The employer-led Beat the Bots programme is delivering training for up to 1,900 people in the West Midlands from 2019 to 2022. The courses provide participants with key digital skills for the future of employment, such as in cyber security, full stack web development, machine learning, and project management. Each place on the course leads to a guaranteed interview.

This pilot is training the region’s workers for current and future local jobs, and its short, flexible delivery opens up access to roles in the technology sector to a broader group of young people and adults. Employers have fed back that they have been impressed by the motivation of participants and the level of practical skills they have developed. These skills are paying off for individuals who want to develop in their careers, with one employer reporting that they made offers to three individuals from the bootcamp, and hired one of the three, whilst the other two accepted jobs elsewhere. He explained ‘the nature of the bootcamp set up here is that it gets you into a job’.

57. We will fund the High-Value Manufacturing Catapult's 'Skills Value Chain'.⁴⁴ This process assesses future skills needs in manufacturing, develops courses to meet these needs, and makes those courses widely available through high-quality providers such as Institutes of Technology. It will support Small and Medium Enterprises (SMEs) to work with emerging technologies in the manufacturing sector, such as electrification, additive manufacturing, and metrology. We will then explore whether this Skills Value Chain approach can be used in other emerging skills areas and to support Government priorities such as net zero.

58. We will set out further plans to use the National Skills Fund in due course, consulting on the details in spring 2021 to ensure that the investment from the Fund helps to meet the needs of adults, employers and providers.

Institutes of Technology increasing higher level STEM skills through collaboration

59. Institutes of Technology (IoTs) are unique collaborations between further education colleges, universities and leading employers. They have access to state-of-the-art equipment and facilities, and benefit from support from local employers and partners, who contribute resources such as further investment, seconded teaching staff, and equipment. Their focus on collaboration between different types of provider and employers, underpinned by capital investment to expand provision, represents an exciting new model for skills delivery.

60. The Institutes of Technology programme's objective is to deliver higher-level technical education with a clear route to high-skilled employment focusing on STEM skills in areas like advanced manufacturing, infrastructure, digital, and life sciences.

61. Over the coming decade we will need STEM skills at all levels,⁴⁵ from advanced specialisation in our world class universities, to higher technical skills delivered by Institutes of Technology. Our IoTs aim to unlock a wealth of new talent for employers, by targeting disadvantaged groups in their local areas, as well as increasing the representation of women in STEM.

⁴⁴ The High-Value Manufacturing Catapult is a centre for innovation that harnesses technology advancements and bridges the gap between academia and the private sector.

⁴⁵ [UK Skills Mismatch in 2030: Research Paper](#) (Industrial Strategy Council, 2019).

62. The first wave of 12 IoTs is currently being established across the country and we will expand this model further. The Wave Two Competition is expected to conclude in summer 2021 with eight IoTs selected. We will begin to roll out Wave Two IoTs as early as the 2021/22 academic year. By the end of this Parliament, there will be 20 IoTs covering every area of England, making them the 'go-to' providers for higher technical STEM education and training.

Case Study: Greater Birmingham and Solihull (GBS) Institute of Technology

Greater Birmingham and Solihull (GBS) IoT is operational and has a curriculum focus on engineering and advanced manufacturing including future developments in industry.

It is investing in a cyber physical manufacturing rig, which is the centrepiece of the IoT's capital investment and will act as a 'learning factory' for both learners and employers to engage them in the latest manufacturing technology and help them understand the importance of skills in developing their business and competing in the marketplace. The rig is part of a £9 million Department for Education capital investment across four delivery sites in the Greater Birmingham area. The IoT has strong buy-in and commitments from key local employers like Bosch Thermotechnology and Continental Engineering. An Employer Advisory Board is working with the IoT to develop the curriculum and inform the capital investment.

T Levels: a prestigious technical programme

63. In September 2020, students across England started on the first ever T Levels. The first three T Levels are in Construction, Digital, and Education & Childcare, and a further seven will be introduced in 2021. We are proud of this programme, which is based on employer-led standards and offers a prestigious technical alternative to A Levels. From 2023, we expect that 24 T Levels covering 11 technical education routes will be available to students.

64. T Levels will be the option of choice for the majority of 16- to 19-year-olds who want to progress into skilled employment or onto higher levels of technical education. Students completing T Levels will be awarded UCAS tariff points in line with three A Levels, supporting progression to higher education in related technical areas if they choose. They have been designed by learning from the best technical education systems in the world. Around 300 employers have been involved in setting content, and thousands more will be offering industry placements to young people as T Levels become embedded as the mainstream technical offer.

65. T Levels are designed to prepare students for entry into skilled employment, in some cases through an apprenticeship, or for higher levels of technical study at college or university. Students spend most of the course in classrooms and specialist training facilities, developing the knowledge, skills and behaviours that employers need for their chosen occupation. They also spend at least 45 days on a meaningful industry placement, putting the skills they have developed into practice and gaining first-hand experience of industry. This combination of provision enables people to leave education well prepared to be successful and productive in their chosen occupation – and provides employers with a pipeline of job-ready employees.

66. We want as many people as possible to benefit from T Levels. We are consulting on adaptations that could be introduced to make them more appropriate for learners with prior experience and flexible delivery needs as part of the Review of Post-16 qualifications.

Reformed higher technical education (levels 4 and 5)

67. The higher technical qualifications landscape is crowded and confusing. In 2016/17, there were over 4,000 qualifications available at levels 4 and 5, with no national assurance of which qualifications provide the skills employers need.⁴⁶ This lack of clarity and accountability has led to varying quality for learners and employers, and a lack of awareness of the many benefits of undertaking qualifications at this level.⁴⁷ As a result, young people and adults with the ability and attainment to go beyond an advanced technical level (level 3) qualification are missing out on the high-wage, high-skilled jobs to which higher technical education can open the door.⁴⁸

⁴⁶ [Review of the Level 4-5 qualification and provider market: Research report](#) (Department for Education and Government Social Research, 2019).

⁴⁷ [Higher technical education: the current system and the case for change](#) (Department for Education, 2019).

⁴⁸ [Post-18 Education: Who is Taking Different Routes and How Much do they Earn?](#) (Centre for Vocational Education Research, 2020).

68. We have already started to reform higher technical education to make it a more popular and prestigious choice.⁴⁹ In July 2020, reflecting key recommendations of both the Augar and Sainsbury Reports, we committed to establishing a system of higher technical education where learners and employers can have confidence in high-quality courses and qualifications that provide the knowledge and skills that they need.⁵⁰⁵¹ This included commitments to: introduce a national approvals process to show which higher technical qualifications meet employers' skills needs; to improve the quality of provision through support for providers; and to raise awareness and understanding through a government-backed communications campaign and improved information and guidance.

69. To help deliver this system, the Institute for Apprenticeships and Technical Education (the Institute) has introduced a new system for approval of higher technical qualifications, based on the national system of employer-led standards. Approval will lead to a kitemark that signals national labour market currency. The Institute opened the first wave of approvals to applications for the Digital route on 23 September 2020, for delivery from 2022. We plan to have a phased, multi-year roll-out of approved Higher Technical Qualifications, with different occupational routes coming on stream over a four year period. This will begin with the Digital route in 2022, followed by the Construction route and Health and Science route in 2023. The future roll-out pattern will continue to broadly align with Government priorities and early T Level waves.

70. We will support providers to expand their high-quality higher technical education provision, including through the National Skills Fund. We will continue to improve access to higher technical courses through the Lifetime Skills Guarantee. This is covered in more detail in Chapter 3.

⁴⁹ [Reforming Higher Technical Education: Government consultation response](#) (Department for Education, 2020).

⁵⁰ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p.145.

⁵¹ [Post-16 skills plan and independent report on technical education](#) (Department for Education and Department for Business, Innovation & Skills, 2016).

71. To minimise the burdens on providers while the higher technical education market is developing, we will use the existing quality assurance mechanism of Office for Students (OfS) registration to quality assure providers delivering approved Higher Technical Qualifications, starting with those that are approved in the first wave of digital qualifications from 2022. We will work with OfS and Ofsted, drawing on their regulatory and inspection expertise, to develop long-term quality assurance arrangements for Higher Technical Qualifications which we will introduce from 2023. We will introduce a more consistent approach to assuring the quality of technical education providers, including apprenticeships, at all levels. From 2023, we will look to reduce funding for non-approved higher technical qualifications.

72. Our reforms will ensure the quality of higher technical qualifications, giving employers and applicants confidence in their value. Further education colleges – particularly those involved in Institutes of Technology – will expand their provision of higher technical education in responding to, and driving up, labour market demand in regions across the country.

Clear progression routes for students, with more attaining the higher-level skills that employers need

73. In addition to reforming qualifications, we need to ensure that there are clear pathways for young people and adults to progress to higher-level training. The first tranche of approved Higher Technical Qualifications will be introduced from 2022, as a natural progression for the first students completing T Levels. We will raise the profile and understanding of the best higher technical courses with a government-backed brand and communications campaign so people have confidence in the qualifications and know what opportunities they offer.

74. We are already taking steps to increase this focus on progression. Ofsted has recently moved towards a greater focus on progression in their inspection framework; it now takes into account whether leaders and teaching staff offer a purposeful curriculum that provides progression and stretch. In addition, we will ensure that performance metrics more clearly demonstrate how well individual providers are helping students to progress and achieve at advanced technical (level 3) and higher technical levels (level 4-5). This will be done through changes to 16-18 published performance tables (once reintroduced following the coronavirus pandemic), National Achievement Rate Tables (Qualification Achievement Rates), and our further education outcomes-based success measures publication. We will take forward development of these metrics alongside the wider review of the accountability system set out in Chapter 4.

75. Many students will need support to help them access advanced technical or higher technical education. The Sainsbury Review recommended an additional ‘transition year’ for anyone not ready to access academic or technical education.⁵² In line with this recommendation, we began the phased implementation of our T Level transition programme in September 2020. It is a tailored preparatory programme for students who are not ready to start a T Level but have the potential to progress onto one. We also set out in the *Post-16 study at level 2 and below: call for evidence* that we want to do more to support students to progress onto other advanced technical (level 3) qualifications and explore whether additional forms of transition would benefit these students.⁵³

⁵² [Report of the Independent Panel on Technical Education](#) (2016).

⁵³ [Post-16 study at level 2 and below: call for evidence](#) (Department for Education, 2020).

Poppy – TV and Film Studies

“Hi, I’m Poppy, I started studying at sixth form and did my first year of A Levels. I didn’t feel like I was doing great in my courses and I wanted to study TV and Film. Nobody said that college was an option, so I explored it on my own. I joined my local college and started my course two years ago. I really enjoyed it and have now completed it.

When I was at sixth form I knew that college was an option but it almost felt like college was where you would go if you failed your Maths and English, or if you didn’t want to do A Levels. I don’t think college was advertised as being a really great place to go and progress. Now that I have been to college, I’ve seen what the opportunities are here and would have come here straight away.”

In our reformed FE system this is how Poppy’s journey might look:

Poppy gets help and support from her school, she explores the different options, and she arranges a visit to her local further education college open day, where she can speak to course tutors.

Poppy finds out that instead of A Levels, she could do a T Level in media, broadcast and production that would be worth the same as three A Levels, so she will end up being at the same level as her friends who have opted for A Levels, with the bonus that she can get real hands-on experience in the workplace, something that really interests her.

Poppy opts for a T Level at her local college which includes classroom study with expert teachers that have industry experience, use of specialist facilities and equipment, and a placement working in film production. This will give her a head start towards a career but also allow her to keep her options open if she later decides to go on to higher education in a college or university.

Chapter 3: A Flexible Lifetime Skills Guarantee

Our Lifetime Skills Guarantee will ensure that no matter where you start from, or what your circumstances, there will be a flexible, high-quality technical education route available to you, at different points throughout your life, supported by the trusted careers information you need to choose the option that is best for you. To achieve this we will:

- Implement the flexible Lifelong Loan Entitlement to the equivalent of four years of post-18 education from 2025.
- As a pathway towards the Lifelong Loan Entitlement, we will stimulate the provision of high-quality higher technical education (levels 4 and 5), as we work towards making it as easy to get a student finance loan for an approved Higher Technical Qualification as it is for a degree.
- Introduce pilots to stimulate higher technical education and incentivise more flexible and modular provision.
- Determine how we can best stimulate credit transfer between institutions and courses.
- Consult on the detail and scope of the Lifelong Loan Entitlement in 2021.
- A £95 million offer, in 2021-22, for adults without an existing level 3 (A Level equivalent) qualification, targeted at courses that will improve their job prospects.⁵⁴
- Improve how teaching is delivered so that it is more accessible, with the use of digital and blended learning.
- Provide clear information about career outcomes through occupational maps, wage returns data, and ensuring providers give pupils information about all options.

76. In his speech on 29 September 2020, the Prime Minister announced the Lifetime Skills Guarantee to give people the opportunity to train, retrain and upskill throughout their lives to respond to changing skills needs and employment patterns.

⁵⁴ For more details on the level 3 entitlement please see Chapter 2: *Providing the advanced technical and higher technical skills the nation needs*.

77. A key component of the Lifetime Skills Guarantee will be the Lifelong Loan Entitlement. This will provide individuals with a loan entitlement to the equivalent of four years' worth of post-18 education to use over their lifetime. We want every student with the aptitude and the desire to go to university to get the support they need, but we also want everyone to be given a real choice in life, and not to feel there is only one route to success. Many learners need to access courses in a more flexible way, to fit study around work, family and personal commitments, and to retrain as both their circumstances and the economy change.⁵⁵ Alongside the excellent opportunities afforded through apprenticeships, the Lifelong Loan Entitlement means people will have a real choice in how and when they study so that they can acquire new life-changing skills.

78. The Lifelong Loan Entitlement will deliver a major transformation in further and higher education. It will create a more efficient and streamlined funding system, make it easier for students to navigate the options available and encourage provision to better meet the needs of people, employers and the economy. The loan entitlement will be useable for modules at higher technical and degree levels (levels 4 to 6) regardless of whether they are provided in colleges or universities, as well as for full years of study. It will make it easier for adults and young people to study more flexibly – allowing them to space out their studies, transfer credits between institutions, and partake in more part-time study.

79. The introduction of a Lifelong Loan Entitlement was a key recommendation from the Augar Report.⁵⁶ It was also endorsed in the House of Lords Report that recommended 'funding for modules or credit where a full degree is not required', stating that its proposals 'should facilitate transfer between different institutions'.⁵⁷

80. Delivering this vision will require extensive changes to the student finance system and to the types of courses available. It will require action from government and providers to create and adapt to this new model. But it is a change we must make to introduce a truly flexible approach to lifelong learning.

⁵⁵ [Post 18 Choice of Part-Time Study: Research report](#) (Department for Education and Government Social Research, 2019), Table 14.

⁵⁶ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p.206.

⁵⁷ [Treating students fairly: the economics of post-school education](#) (House of Lords Economic Affairs Committee, 2018).

The delivery of high-quality provision

81. High-quality and high-value provision are key to these reforms. We need a regulatory system that is fully equipped to support radically different, flexible arrangements, measuring quality using metrics that are meaningful in the new system. We will work with the Office for Students as it develops its new approach to quality in the regulatory framework, in alignment with the measures outlined in this paper. We are determined to avoid the development of thousands of modules of low-quality provision competing with the high-quality options outlined elsewhere in this White Paper. We will work towards a well-integrated and aligned higher education and further education system, with the flexibility that enables students to move between settings to suit their needs.

82. To enable greater flexibility, we must ensure that high-quality provision is normally credit-bearing thereby enabling learners to accumulate and transfer credit where appropriate between institutions and to build up to meaningful qualifications over time fitting in with their personal and work circumstances. Currently there is no systematic and widely used way for building up credit across different institutions.⁵⁸ This poses a key barrier for flexible lifelong learning. We will take action to incentivise easier and more frequent credit transfer between institutions.

83. For the Lifelong Loan Entitlement to be a success it is crucial that the user is at the heart of these reforms. Creating a more efficient and user-friendly system, meeting the needs of individuals, employers and the economy will require new legislation to move away from a system grounded in the concept of full years or courses of study. It will also require significant changes to Student Loans Company (SLC) systems.

Consulting on the changes

84. The Lifelong Loan Entitlement will be a radical change and we will listen to the views of providers, employers and individuals. We will consult on the scope and detail of the entitlement in early 2021, including seeking views on objectives and coverage, together with aspects such as the level of modularity (i.e. the minimum number of credits a course will need to bear), how to incentivise and enable effective credit transfer, and whether Equivalent and Lower Qualifications (ELQ) restrictions should be amended to facilitate retraining and stimulate provision.

⁵⁸ [Student transfers: experimental statistics on students changing course from 2012-12 to 2017-18](#) (Office for Students 2020).

Short term progress towards the Lifelong Loan Entitlement

85. The needs of the economy are changing right now, so progress is needed at speed. We want providers to change their offers now, and for learners to start having the opportunities they need and deserve. The Lifelong Loan Entitlement will be introduced from 2025, but over the coming years we will take steps to support its full delivery. We want to deliver tangible changes to how people experience the system on the ground as well as stimulating provision and demand that will drive the behaviour change needed to deliver our ambition for the Lifelong Loan Entitlement.

86. We will stimulate the delivery of high-quality higher technical (levels 4 and 5) provision in further education colleges, universities and Independent Training Providers and set the conditions to incentivise more flexibility.⁵⁹ This will include piloting modular provision and upgrading SLC systems to provide a more efficient and user-friendly service. By doing this, we will ensure that all students, regardless of where they study, get a similar experience both in terms of access to funding and learning.

87. As part of streamlining our processes, we want to hear from institutions which are currently in receipt of both student finance and Advanced Learner Loans to understand what needs to be improved in order to best support modular provision.

88. Currently, access to higher education student finance (such as that available for an undergraduate degree), including maintenance loans, is based on whether a qualification is 'prescribed'. 'Non-prescribed' courses only have access to Advanced Learner Loans with a limited maintenance bursary. This uneven funding system is based on institutional regulation rather than on the quality of the course.

89. We will examine the fee limits that apply to different qualifications at higher levels to ensure value for money for the learner and the taxpayer, including looking to reduce funding for non-approved higher technical qualifications from 2023.

⁵⁹ Designated Institutions and other providers that deliver higher technical education will be included.

90. We view the delivery of Higher Technical Qualifications that meet new national employer-led standards as a crucial step towards making sure the Lifelong Loan Entitlement can deliver better outcomes for learners. There need to be high-quality alternatives that learners and employers value, and which fit with our long-term commitment to a simplified, unified student finance system. Approved Higher Technical Qualifications will therefore need to be eligible for that funding system, accessible and flexible. As such, we will explore options to reduce barriers and support learners who need to fit study around a busy life and those who want to access higher technical education to upskill or retrain at any point in their careers. This flexibility will need to be replicated across the entire further and higher education system.

91. We will make funding available next year to kickstart this expansion of higher technical education. While it is our intention that the Lifelong Loan Entitlement will ultimately be the primary route of funding for advanced technical and degree levels (levels 4-6), including modular provision, in 2021/22 we intend to fund trials of modular high-quality technical provision. This will stimulate demand and supply and improve our understanding of 'what works' in delivering effective modular provision ahead of the introduction of the Lifelong Loan Entitlement. We will also support providers to build capacity and grow their technical provision

92. We will continue to look at what other short-term changes could be helpful to ensure that we are continuously building towards the Lifelong Loan Entitlement, ensuring that we take advantage of any available opportunities to test and learn prior to its introduction. We will also provide the SLC with capital funding for systems upgrades and will immediately start work with them to scope and design the necessary system changes.

Supporting digital and remote learning

93. In addition to improving access to finance and creating more modular provision, we also need to increase flexibility through the way learning happens. We want to build on the online learning delivered by the further education sector during the coronavirus pandemic. Providers have reported that, for some groups of students, online and blended learning has improved engagement. We will ensure that adult education budget funding rules continue to allow a mix of face-to-face learning and online education to support providers to capitalise on the potential of digital learning.

94. In addition, we will learn from the digital teaching and learning resources created through the College Collaboration Fund during the coronavirus pandemic and continue to invest in development of quality-assured digital resources from entry to higher technical levels. We will work with the sector on how quality-assured digital resources are best shared to deliver a coordinated and scalable approach to digital delivery across the further education sector and support further education providers to share, tailor, and integrate resources without reinventing them.

Cheryl aged 54, “I have had a change of circumstance and need to train to find a job. What are my options?”

“Hi I’m Cheryl, I have recently moved to a new area and I’m struggling to find work. I need help with updating my CV and I also want to discuss how I could develop my skills. I had thought about attending college to improve my IT skills, but I’m unsure how to do this and where to get advice.”

In our reformed system this is how Cheryl’s journey might look:

Cheryl’s job centre work coach suggests that a digital bootcamp in her local area would be a great opportunity for her to upskill. The coach helps her to enrol on a 12-week programme on software development. Cheryl is reassured that the course would be recognised by employers and there was a fast-track to an interview at the end of it.

The flexibility of both online and classroom-based learning helps her complete the training around her caring responsibilities. Cheryl has an interview with a local technology firm and is successful in gaining a permanent job with them.

Clear and trusted information, advice and guidance for careers and education choices

95. Clear and outcomes-focused careers information is fundamental to the success of our reforms. We need impartial, lifelong careers advice and guidance available to people when they need it, regardless of age, circumstance, or background.

96. At the moment, there is no single place you can go to get government-backed, comprehensive careers information. This can make the careers landscape confusing, fragmented, and unclear.⁶⁰ Young people tend to get advice from their family and friends, which is often outdated and varies greatly according to their socio-economic background.⁶¹ Parents and carers are less confident in advising their children about non-academic qualifications, such as apprenticeships (28%) and other technical education choices (21%), compared to A Level subject choice (50%).⁶²

97. We will address this problem by updating the National Careers Service website to become a single source of government-assured careers information for young people and adults. The revamped website will bring together all the learning and careers routes available to people, along with improved content on work experience, applying for roles, and updated labour market information. It will offer personalisation, with content recommendations for individual users, access to local and regional careers information and advice for specific groups like parents, students and the unemployed. The Careers & Enterprise Company will encourage use of the site as part of careers education in schools and colleges. We will introduce interactive careers maps, which will show the occupations and career options that technical or higher technical education can open the door to.

98. We will improve both local and national alignment between The Careers & Enterprise Company and the National Careers Service to create a clear, all-age careers system. We have appointed Professor Sir John Holman to advise on this alignment, as Independent Strategic Adviser on Careers Guidance, working closely with The Careers & Enterprise Company and the National Careers Service. We have developed four principles for increasing alignment which we will implement over the next 18 months as we work towards a longer-term review of the delivery system.

99. Data is vital in careers information and guidance. We will improve the data available for people when considering different routes. We will start by making wage returns data available for apprenticeships, as recommended by the Augar Report.⁶³ This will mean that people are informed of the value of their apprenticeship.

⁶⁰ [Moments of choice: how education outcomes data can support better informed career decisions](#), (The Careers & Enterprise Company, 2016), p.4.

⁶¹ [Omnibus survey of pupils and their parent/carers: research report wave 4](#) (Department for Education, 2018), pp.173-177, 184 & 212.

⁶² [Omnibus survey of pupils and their parent/carers: research report wave 4](#) (Department for Education, 2018), p.178.

⁶³ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), recommendation 5.2, p.149.

Improving the delivery of careers advice in schools and colleges

100. Over 80% of schools and colleges are now using the Gatsby Benchmarks of Good Career Guidance to develop and improve their careers programmes, resulting in improvements in every dimension of careers support.⁶⁴

101. We will continue with the rollout of the careers infrastructure as recommended by the Augar Report.⁶⁵ We will continue to extend coverage of Careers Hubs to local communities across England, supporting more schools and colleges to deliver world-class careers education in their area. Through the Enterprise Adviser Network, we will continue to connect senior business volunteers with secondary schools and colleges, including special schools and alternative provision. The providers will benefit from 1:1 support, including advice on how to make connections with employers and develop a careers programme that will deliver the Gatsby Benchmarks. We will invest in more high-quality training for Careers Leaders, who have proven to be knowledgeable and effective in leading a careers programme.⁶⁶

⁶⁴ The Gatsby Benchmarks of Good Career Guidance are a blueprint of what good careers provision looks like. The eight benchmarks are based on national and international research and describe all the elements of an excellent careers programme. [Careers Education in England's schools and colleges 2020](#) (The Careers & Enterprise Company, 2020).

⁶⁵ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), recommendation 2.11, pp.55-56.

⁶⁶ [Evaluation of the Careers Leader training](#) (The Institute for Employment Studies, 2019).

102. Students need information about apprenticeships. Currently, only 4% of young people start an apprenticeship after their GCSEs, and in Years 9 and 10 far fewer pupils had been spoken to about technical choices in comparison to academic routes.⁶⁷ We commenced the 'Baker Clause' in 2018 to address this.⁶⁸⁶⁹ It requires schools to provide opportunities for every pupil, including those with special educational needs and disabilities, to meet apprenticeship providers and learn about technical education options. We will introduce a three-point-plan to enforce the Baker Clause: a new minimum requirement about who is to be given access to which pupils and when; tougher formal action against non-compliance; and government-funded careers support for schools to be made conditional on Baker Clause compliance. Alongside this, we will lower the age range of the duty on schools to provide independent careers guidance, requiring schools to offer this support from year seven, bringing it in line with the Gatsby Benchmarks.⁷⁰ We will publish updated guidance setting out what we expect for secondary schools (as statutory guidance) and colleges (as a requirement for funding). We will ask Ofsted to undertake a thematic review to provide an up-to-date assessment of careers guidance in schools and colleges and provide recommendations to improve practice.

103. We want careers education and guidance to be embedded in the life of every school and college. To cement this, we will work with the education sector and business to develop a shared approach to careers education that will support young people to understand the modern workplace and develop the career management skills and attributes they need to compete in today's labour market. We will equip the teaching profession to support a whole-school or college approach to careers education by building careers awareness into every stage of their professional development, from initial training to education leadership.

⁶⁷ [Youth Voice Census Report 2019](#) (Youth Employment UK, 2019).

⁶⁸ [Key stage 4 destination measures, Academic Year 2018/2019](#) (Department for Education, 2020).

⁶⁹ The 'Baker Clause', [Section 42B of the Education Act 1997](#), (inserted by section 2 of the Technical and Further Education Act 2017, commenced on 2 January 2018).

⁷⁰ [Section 42A of the Education Act 1997](#) requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 to year 13.

Chapter 4: Responsive providers, supported by more effective accountability and funding

We will reform our funding and accountability systems to better support providers in their role, simplifying funding streams and giving providers more autonomy, but holding them to account for the outcomes they deliver. We will develop proposals for consultation in spring 2021 which will set out how we will:

- Simplify and streamline funding for further education to support high-value provision relevant to the labour market.
- Give more certainty to providers over their funding, including considering how we could move to a multi-year funding regime which is more forward-looking.
- Reform our accountability approach, relaxing ringfences and reporting; instead focusing on the outcomes that colleges are delivering to improve progression and respond to employer demand.
- Introduce new accountability structures to underpin delivery of Local Skills Improvement Plans.

Alongside this consultation, we will:

- Introduce new powers for the Secretary of State for Education, so the government can intervene quickly and decisively in cases where there are persistent problems that cannot otherwise be addressed, either where colleges are not delivering effectively, or where local providers are consistently unable to deliver the skills priorities for that area.
- Strengthen the governance of colleges, by taking a clearer position on what good governance and leadership looks like and placing specific requirements on colleges and other provider types.
- Continue to invest in the college estate, to transform facilities and enable high-quality provision.
- Ensure that subcontracting practices improve educational outcomes, by encouraging higher-quality partnership arrangements between lead providers and their partners.

104. As set out in the Augar Report, colleges are at the heart of their local communities and economies. They make high-quality education and training available to young people and adults, provide skills and training for local employers, and offer invaluable social and emotional support to their students.⁷¹ They play an important role in ensuring education is accessible to all, including those with additional needs or disabilities. Their response to the pandemic also demonstrated the role colleges and local adult education services have at the core of their communities, with exceptional examples across the sector including in producing and dispensing Personal Protective Equipment and supporting the delivery of local services.

105. However, collectively, the existing pattern of provision does not fully meet the skills needed by the labour market, with employer reported skill-shortage vacancies comprising nearly a quarter of all vacancies.⁷² Colleges do not have a definitive articulation of these needs.⁷³ Furthermore, the funding system does not adequately take into account cases where there is provision which employers require, and which has higher earning outcomes, such as engineering, but is expensive to deliver.⁷⁴

106. The adult funding system is particularly complex and has evolved over the years, so it is often unclear in terms of scope, approach, or delivery. Funding flows and eligibility rules are complicated, leading to a focus on processes, rather than outcomes.⁷⁵ The allocation of overall budgets a year at a time also makes it difficult for colleges to plan provision strategically.⁷⁶ The National Audit Office noted that the complexity around the funding regime and patterns of payment led to additional burdens for providers and contributed towards financial pressures and managing their budgets with more certainty.⁷⁷ As noted by the Augar Report, providers are under pressure to fill courses early, leaving little opportunity for long-term planning.⁷⁸

⁷¹ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019) pp.117-118.

⁷² [Employer Skills Survey 2019: Research report](#), (Department for Education, 2020) p.25.

⁷³ See for example [England's Skills Puzzle: Piecing Together Further Education Training & Employment](#) (Policy Connect Learning & Work Institute, 2020).

⁷⁴ 16-19 [Funding Formula Programme Cost Weightings Review](#) (Department for Education, 2013).

⁷⁵ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p.125.

⁷⁶ [Independent review of college financial oversight](#) (Dame Mary Ney, 2019), pp.11-12.

⁷⁷ [Financial sustainability of colleges in England](#) (National Audit Office, 2020).

⁷⁸ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p.126.

107. Historic under-investment in the further education estate also needs to be addressed to allow providers to meet the skills needs of employers.⁷⁹ Capital funding for colleges to date has failed to deliver the investment needed to maintain existing provision, let alone provide the world-class technical facilities that our country needs. This leads to several problems, from basic health and safety concerns to colleges not always having the industry-standard equipment they need.⁸⁰ The expected demographic increase in the number of young people in further education will also affect the capacity of colleges – the Office for National Statistics predicts that the number of 16-18-year-olds will increase by around 20% between 2020 and 2030.⁸¹

108. In this White Paper we set out a clear priority for further education providers: to give people the advanced technical and higher technical skills they need to get good jobs, which will boost the nation’s productivity and support progression. Colleges will have a clear strategic role in delivering this objective, as they are at the core of their local communities and economies. We will ask them to ensure their mission statements centre on this core purpose, whilst they continue to help support learners with wider or additional educational needs. We will create a funding and accountability environment that supports this objective.

A new model of autonomous and accountable providers meeting local and national skills needs

109. We want to create a system that gives providers autonomy and flexibility to adapt, while ensuring they deliver good outcomes for learners, employers, and the taxpayer. This means moving away from complex funding rules, ringfences, and reporting which place unnecessary burdens on providers. We want to trust good providers to spend their money on provision that best meets national and local economic need and hold them to account for the outcomes they deliver.

⁷⁹ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p128; [AoC 2018 report on college finances](#) (Association of Colleges, 2018), p23.

⁸⁰ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p.128.

⁸¹ [National population projections 2018-based: principal population projection by single year of age 0 to 125](#), (Office for National Statistics, 2020).

110. To lay on provision that meets the skills needs of the local area, providers need to have a clear articulation of those needs. Many providers do this well independently, striking up strong partnerships with local employers to improve and deliver provision; but some do not. Local Skills Improvement Plans (covered in more detail in Chapter 1) will provide a clear, credible, and evidence-based assessment of local priority skills needs, enabling colleges and other providers to design formal qualifications and more flexible skills provision appropriately. While providers will retain their individual responsibility for skills provision, Local Skills Improvement Plans will bring colleges and other providers together to agree how gaps can best be filled, and our Strategic Development Funding will be able to support colleges with this change. In this way, taxpayer and employer investment in skills can be directed more effectively, giving a better offer to individuals and better outcomes for the economy.

111. We will support providers by changing the way we engage with them. We will ensure that they have more autonomy to use funding how they see fit in order to meet the needs of learners and the skills needs of local employers, including those articulated in Local Skills Improvement Plans. In return, we will reform the accountability system to focus less on process and more on the effectiveness of provider performance and the outcomes they achieve. We will consult on how we can best assess the performance of providers, building on the new progression performance metrics being introduced and considering effectiveness of employer engagement, quality of provision and the outcomes achieved, such as how well provision supports individuals to progress in their learning and secure good labour market outcomes.

112. By taking an outcome-focused approach, providers will be incentivised to review their provision to ensure it leads to meaningful employment for their learners, scaling back where there is an oversupply of provision and expanding other areas in line with agreed Local Skills Improvement Plans priorities.

113. We will also seek to develop an accountability structure for local areas, setting out what is expected of every actor in the system so local skills priorities can be delivered and to ensure that providers are contributing to actions they have agreed in the new Local Skills Improvement Plans.

Simplified and better targeted funding

114. We want to create a simpler funding system that:

- Gives individuals access to high-quality education and training throughout their lives, so they can gain the skills to progress in sustainable and productive employment.

- Ensures providers receive coherent and transparent funding which supports sustainable, high-quality provision.
- Enables the delivery of the skills our economy needs at both national and local level, providing value for money for the taxpayer and levelling up across the country.

115. Government investment in further education covers a broad range of provision: universal provision for 16-to-19-year olds; access to higher level technical provision through loan support; and training and education to enable adults to reskill and upskill at all levels throughout their lives. Funding flows in adult education in particular have become more complex and need simplifying.⁸² We will establish a new funding landscape that clearly describes the role of central government, Mayoral Combined Authorities and further education providers, ensuring funding is allocated effectively. We will also consider the role of provider sub-contracting.

116. In addition to the funding described above, the Government will ensure support continues to be made available for those young people and adults furthest from entering learning or the labour market.⁸³ The UK Shared Prosperity Fund Employment and Skills Programme will provide crucial ‘first step’ provision for some of the most vulnerable in society. It will offer bespoke, locally targeted employment, social inclusion, and skills provision to help those furthest from learning and the labour market move closer towards, enter into, and progress in education and work. We will align this fund with our overall vision for skills, making sure its primary objective is to help individuals get the support they need to get great jobs and progress in their careers and that the delivery mechanism supports our locally led approach to skills provision.

⁸² [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p.125.

⁸³ [Young people not in education, employment or training \(NEET\), UK: February 2020](#) (Office for National Statistics, 2020).

Consulting on funding and accountability

117. Our consultation will explore how funding can be allocated in a simpler way, so providers receive a clear and certain funding allocation for the forthcoming year and have full autonomy on how they use that funding to deliver outcomes. It will also explore the way in which providers should be held accountable for the outcomes achieved with that funding to ensure value for money for the taxpayer, while maintaining autonomy and reducing administrative burdens.

118. We will explore how funding can support the growth of high-value provision, recognising that high-value courses often cost more to deliver, and that completing full qualifications is not the only route to effective upskilling.⁸⁴ We will work with Mayoral Combined Authorities to review how funding for local areas is allocated, exploring moving to a needs-based approach rather than allocations based on historical performance.

119. Local Skills Improvement Plans will enable a more strategic approach to further education provision, and it is vital that colleges have confidence to develop their response over a longer timeframe than the current funding system allows. We will explore how we could bring in a multi-year funding regime to help provide this confidence, subject to the government Spending Review cycle, and how we can best balance predictability of budgets with responsiveness towards changing needs.

120. We will develop proposals working with the sector, testing elements such as how ringfences can be removed with a small number of colleges, prior to setting out proposals in a full consultation in spring 2021.

More effective support and intervention

121. To support our reforms, we will move to a more strategic relationship with colleges as recommended in the Ney Review.⁸⁵ We will develop a clearer line of sight with all colleges, so they can showcase their achievements as well as have the confidence to ask for help at an early stage if it is needed.⁸⁶ From next year, all colleges will have an annual strategic conversation which will provide an opportunity for their leaders to set out strategic objectives, risks, and opportunities, showcase good practice, and discuss plans with government.

⁸⁴ [16 to 19 Funding Formula Programme Cost Weightings Review Research Report](#) (Department for Education, 2013).

⁸⁵ [Independent review of college financial oversight](#) (Dame Mary Ney, 2019).

⁸⁶ [Independent review of college financial oversight](#) (Dame Mary Ney, 2019), p.28.

122. Ofsted’s published grades data shows that, of 147 further education colleges and 49 sixth form colleges with inspection ratings, 75% of further education colleges and 88% of sixth form colleges have an overall effectiveness judgement of ‘good’ or ‘outstanding’.⁸⁷ For the much smaller proportion of colleges where intervention is necessary due to performance or financial issues, we will put in place a shorter timeframe for intervention. This will be focused on the most important strategic issues, followed by a longer period of active support post-intervention to ensure any agreed changes are delivered effectively. This is what colleges tell us they need; it responds to the recommendations in the recent National Audit Office report of college financial sustainability and will improve the speed and effectiveness of support.⁸⁸

123. We will seek to strengthen powers for the Secretary of State for Education to intervene locally to close or set up college corporations, bring about changes to membership or composition of governing bodies or review leadership, or take other actions where there are long term weaknesses. This includes the possibility of intervention within a local area, where there is evidence of issues affecting a limited number of providers. Use of these powers is envisaged only as a last resort, where agreement has not been possible through other means and there are no alternative options for resolution.

Strengthened governance for colleges⁸⁹

124. Excellent college governors and leaders are pivotal to delivering high-quality provision and enabling their workforce and learners to succeed. The most effective colleges already have high-quality governance in place and have become role models through programmes like the National Leaders of Governance.

⁸⁷ [Further education and skills inspections and outcomes as at 31 August 2020](#) (Ofsted, 2020), Table D3: Most recent full inspection outcomes. Note: 22 FE colleges & sixth form colleges do not have Ofsted ratings.

⁸⁸ [Financial sustainability of colleges in England](#) (National Audit Office, 2020).

⁸⁹ Further Education Colleges, Sixth Form Colleges, and Designated Institutions.

125. We will work with the Association of Colleges, the Sixth Form College Association, National Leaders of Governance, and other sector leads to level up standards of governance. This includes setting out clearer expectations, requirements, and support to empower weaker colleges to address problems earlier, as well as ensuring that college corporations can govern effectively and autonomously. This will build on the Ney Review recommendation to create effective mechanisms for post-16 planning in local areas, and higher expectations of governance through clearer requirements, reviews, and training.⁹⁰

126. We will deliver a series of reforms that will enable college corporation boards to deliver more effective recruitment into college leadership teams, and stronger overall governance of college finances and strategic investment to meet local skills needs. We will:

- Set out clear expectations for college corporation boards on recruitment, retention and development of principals and board members, to ensure they have the skills they need.
- Refresh existing guidance on appointments, communicating a clear Government position on what constitutes good leadership, and make it clear that an independent person should be included on college leader interview panels to ensure objectivity and due diligence.
- Work with the sector to develop a framework of skills and competencies to improve development for college corporation board members and governance professionals once in post.
- Set new requirements for annual board self-assessment and regular external governance reviews.
- Work with the Charity Commission to review how the existing system operates for paying board chairs, to consider the possibilities for enabling board chairs to be paid in specific circumstances within the confines of charity law.

⁹⁰ [Independent review of college financial oversight](#) (Dame Mary Ney, 2019).

127. In addition, we will provide more support for college corporation boards to develop their capacity and build a diverse membership that better reflects their local areas. This includes strengthening our board recruitment guidance to set clear expectations on the skills and experience needed for effective governance, such as financial and budget management expertise, post-16 education experience, and business and estates management skills. Learning from best practice in the most effective college corporations, we will also work with the sector to identify ways in which industry professionals and others with these skills and experience can be encouraged to join college boards. This will include identifying groups currently under-represented on college boards, including people with disabilities, and people from Black, Asian, and minority ethnic backgrounds. Those from Black, Asian, and minority ethnic backgrounds made up only 4% of college leaders in 2018.⁹¹

128. We will also work with the sector to establish strong expectations that college leaders and corporation board members undergo suitable training, and that those with high potential are supported to progress through an end-to-end development programme for further education leadership and governance, building on the existing Education and Training Foundation offer. There are already high-performing, experienced college leaders who are supporting others through the National Leaders of Further Education programme.⁹² We are also already investing £4.5 million to develop a clear pathway of programmes to enable progress to leadership positions in the sector, ensuring that at every stage, leaders have the right training and support.⁹³ Collaboration will also be critical to driving improvement, building on the work of the College Collaboration Fund.

⁹¹ [College staff survey: 2018](#) (Department for Education, 2018). Note: in the survey leaders includes governors, members of the Senior Management Team including vice-principals, directors and CEOs, middle and junior managers, and staff-governors.

⁹² [National Leaders of Further Education programme: current national leaders](#) (Education & Skills Funding Agency, Further Education Commissioner, 2020).

⁹³ This investment includes the Strategic Leadership Programme, the CFO Programme, Aspiring Principals Programme and the Middle Leaders Programme, overseen by the Education and Training Foundation and delivered by Oxford Saïd Business School, the Institute of Chartered Accountants and other partners.

The role of Independent Training Providers in the new system

129. We will continue to recognise the unique knowledge and capacity that Independent Training Providers bring. They are the largest provider type delivering apprenticeships and they contribute substantially to adult education and training.^{94 95} That is why we will encourage them to engage with the development and delivery of Local Skills Improvement Plans, so they can play their part in responding to the skills gaps that the plans identify. We will use competitive measures to source training providers where the existing provider base is unable to respond to the gaps identified through the Local Skills Improvement Plans to meet the needs of learners and employers.

130. We also want to raise standards in Independent Training Providers, as we are doing in colleges, so every young person and adult receives consistently high-quality provision. There are around 1,250 Independent Training Providers delivering funded provision in England and while some providers are excellent, this crowded landscape does not always deliver high-quality provision.⁹⁶ Almost half (47%) of learners at Independent Training Providers had below average rates of progression to employment or further training when compared to similar learners studying similar courses in other provider types; in further education colleges, 35% had below average progression.⁹⁷ Further, we know that the short notice exit of an Independent Training Provider from the market can significantly disrupt the education and training of many young people and adults.⁹⁸

131. We will therefore take a stronger role in ensuring that Independent Training Providers are meeting skills needs. We will also continue to address areas that are not performing well by raising the bar on quality and stopping poor-quality or financially inadequate Independent Training Providers from delivering provision. Options include terminating their contracts and removing them from the Register of Apprenticeship Training Providers as appropriate.

Clamping down on harmful subcontracting practices

We will implement the Government consultation response, 'Reforms to subcontracting education for learners over 16', published in June 2020.⁹⁹

Subcontracting is widespread, and the total value of this provision is £484.5 million which is 10.6% of total post-16 funding.¹⁰⁰ Subcontracting can plug gaps in niche or expert provision, provide access to better facilities, widen geographical access, and specifically benefit disadvantaged young people and adults. However, there are instances of poor practice and insufficient oversight which can lead to misuse of funding, subcontracting to generate income for the lead provider, and fraud.¹⁰¹

We are already taking decisive action to stop harmful subcontracting practices, and to reduce the volume of subcontracting significantly.¹⁰² We will:

- Require lead providers to publish clear educational rationale for their subcontracting position, alongside their management fee structure and a list of all subcontracting partners. This will need to be reviewed annually and signed off by those charged with governance.
- Introduce a standard for the management of subcontracting, backed up with government intervention if this is not met.
- Require providers to produce timely and accurate data on their subcontracting arrangements, informing the Department for Education of any changes.

This will encourage strong partnership working, which is important in creating a strong leading role for colleges and will address poorly managed subcontracted provision.

⁹⁴ [Apprenticeships and traineeships data](#) (Department for Education, updated 2020).

⁹⁵ [Funding allocations to training providers: 2019 to 2020](#) (Department for Education, 2020).

⁹⁶ [Further education and skills inspections and outcomes as at 31 August 2020](#) (Ofsted, 2020), Table D3: Most recent full inspection outcomes.

⁹⁷ For example, comparing progression for benefit learners studying at level 2 in Independent Training Providers to all other benefit learners studying at level 2. [Further education: outcome-based success measures: academic year 2017/18](#). (Department for Education, 2020).

⁹⁸ For example, [The monitoring, inspection and funding of Learndirect Ltd.](#) (Public Accounts Committee, 2018).

⁹⁹ [Reforms to subcontracting education for learners over 16. Government consultation response](#) (Education & Skills Funding Agency, 2020).

¹⁰⁰ [Reforms to subcontracting education for learners over 16. Government consultation response](#) (Education Funding Agency, 2020), p.3; [List of declared subcontractors](#) (Education and Skills Funding Agency, updated 2020).

¹⁰¹ [Reforms to subcontracting education for learners over 16. Government consultation response](#) (Education & Skills Funding Agency, 2020), p.4; [Subcontracting in further education and skills](#) (Ofsted, 2020).

Capital funding to transform the college estate and enable high-quality provision

132. Colleges need the right facilities to deliver high-value education and training and meet the skills needs of their local area. The Government has already begun its investment in upgrading the condition of the further education college estate with a capital investment of £200 million in 2020-21.¹⁰³ This forms part of the Lifetime Skills Guarantee and will support immediate remedial projects to upgrade the condition of the estate. Further investment of £1.3 billion will be made over the coming five years through the Further Education Capital Transformation Programme.

133. £268 million of capital funding has been allocated to support T Level providers delivering the first three waves of the programme in financial years 2019/20, 2020/21 and 2021/22.¹⁰⁴ This funding will help to ensure that T Level students are able to learn in the most up-to-date facilities and using the most up-to-date equipment. This will help them move successfully into employment or on to further technical education.

134. We are about to see a sharp increase in the number of 16-19-year-olds in our population and, through our reforms, we want to see many more of them choosing technical education courses than before.¹⁰⁵ From April 2021 we will target funding for capital projects to provide extra space to those further education colleges and sixth form colleges that can demonstrate an urgent need for increased capacity in the academic year 2022-2023, with £83 million available in the financial year 2021/22.

135. Ahead of the next Spending Review, we will engage with the sector to respond to this projected increase in demand for future years, so young people and adults can access the high-quality provision they and the economy need, wherever they are in the country.

¹⁰³ Designated Institutions are also covered in capital investment.

¹⁰⁴ Funding beyond 2021-22 will be formalised in future spending reviews.

¹⁰⁵ [National population projections 2018-based: principal population projection by single year of age 0 to 125](#), (Office for National Statistics, 2020).

Chapter 5: Supporting outstanding teaching

We will work with the sector to ensure that providers can recruit, retain, and develop the teaching staff they need to deliver the best possible education to young people and adults. This will be underpinned by significant new investment in 2021/22, taking total spending on the further education workforce to over £65 million. We will:

- Launch a national recruitment campaign to communicate the opportunities in further education teaching and support prospective applicants to get started on their careers – including high-potential graduates, and experienced industry experts.
- Support the reform of initial teacher education so it is based on employer-led standards, is driven by quality, and offers attractive and accessible training routes, underpinned by financial incentives for trainees in priority areas.
- Drive the provision of high-quality professional development to improve the quality of teaching and support progression for teaching staff.
- Enable a strong relationship between employers and providers, so industry experts can move easily into teaching, and teaching staff can maintain up-to-date knowledge of their sectors.
- Support apprenticeships teachers and lecturers with a tailored professional development offer.
- Introduce comprehensive workforce data collection.

136. To transform technical education, we must recruit and retain excellent teaching staff, and we must make sure they have access to high-quality training and professional development. There should be clear routes for industry professionals to move into teaching, and for existing staff to access secondments in industry so that the latest expertise informs high-quality teaching.

137. There are tens of thousands of dedicated teaching staff working in further education, but the sector experiences significant difficulties in recruiting and retaining high-quality staff, especially in priority subject areas.¹⁰⁶ Providers tell us they are not always confident that newly trained staff will have reached a consistent standard following their initial teacher education. And teachers and lecturers are not always able to access the high-quality professional development opportunities they need to improve their practice and support progression in their careers.¹⁰⁷ This has significant implications for the quality and retention of teaching staff in further education: 52% of those who left the sector said that more training and opportunities would have made them less likely to leave.¹⁰⁸ We will improve the initial training and professional development offers for further education teachers and lecturers.

138. We also need to improve recruitment and retention. More than half of principals say they find recruitment difficult.¹⁰⁹ In 2018, teaching vacancy rates in crucial subject areas such as engineering and construction were as high as 5%.¹¹⁰ We need more teaching staff with the necessary experience of relevant industries to be able to deliver high-quality teaching based on cutting-edge skills and knowledge. We will also work to build a diverse workforce that reflects the diversity of those who study further education. Only 6% of further education teachers and lecturers are from Black, Asian and Minority Ethnic backgrounds; we will look to understand why this is the case and develop strategies to address this issue.¹¹¹

¹⁰⁶ The College Staff Survey 2018 showed vacancy rates of 1-5%, highest for Engineering, Construction and Digital/IT. [College staff survey: 2018](#) (Department for Education, 2018).

¹⁰⁷ [College Staff Survey 2019 follow-up](#) (Department for Education, 2020).

¹⁰⁸ [College Staff Survey 2019 follow-up](#) (Department for Education, 2020).

¹⁰⁹ [College staff survey: 2018](#) (Department for Education, 2018).

¹¹⁰ [College staff survey: 2018](#) (Department for Education, 2018).

¹¹¹ [College staff survey: 2018](#) (Department for Education, 2018).

An ambitious recruitment strategy with a national campaign and one-stop information platform

139. We will invest in attracting high-calibre teaching staff, recognising the need to build the prestige and profile of the profession. Teaching in further education is often overlooked as a career, with information for potential recruits being inadequate and disparate.¹¹² We intend to change this through an ambitious government recruitment campaign with clear information and comprehensive support for prospective teachers and lecturers.

140. A national recruitment campaign, expected to be launched in 2021, would reach millions of prospective teaching staff, targeting those with experience and skills in industry, who can train the next generation of technical experts. It would highlight the real opportunity to shape students' lives, as those working in further education do every day.

141. Our recruitment campaign would direct potential teachers to the new 'Teach in Further Education' platform. Alongside a dedicated telephone helpline, the platform will give potential applicants all they need to take the next step into teaching, with information on how to access relevant training, for example the Taking Teaching Further programme, and financial incentives such as training bursaries. It will also signpost current vacancies, and help existing teachers and lecturers find professional development opportunities.

142. We want as many talented individuals as possible to teach in further education settings. We will develop innovative schemes that give people teaching experience – such as the Education and Training Foundation's Talent to Teach programme, which offers a 'taster' of further education teaching to university students and recent graduates.

¹¹²[What needs to be done to promote teaching in further education as an attractive career option to top graduates and well-qualified industry professionals?](#) (Institute for Learning, 2014).

Effective initial teacher education

143. We need a consistently high-quality initial teacher education offer in further education. There is some outstanding initial teacher education in parts of the further education sector, based on clear quality standards and supporting well-structured career development opportunities.¹¹³ However, in our engagement with a range of initial teacher education providers and further education providers we have been told that practice across the system is not uniformly good, and that the initial teacher education offer is too fragmented, difficult to navigate and not always based on sufficiently clear quality standards. Now is the time for government to take a more active role in challenging the status quo and providing better oversight of the initial teacher education system, ensuring that public funding goes only to high-quality provision based on clear employer-led standards.

144. It is vital that further education providers are confident in the quality of initial teacher education. Ofsted has confirmed that its future inspections will now cover all publicly funded further education initial teacher education, not just that validated by universities. This is an important first step in driving up quality and enabling potential staff and employers to identify the best training available.

145. We are improving initial teacher education so that all publicly funded training will be rooted in employer-led standards. A revised employer-led standard for further education teaching is currently being developed by a group of sector employers, and we anticipate a clear benchmark for teaching quality will be set by September 2021. Based on this new standard, we will support the redevelopment of further education initial teacher education qualifications, so that they too are based on the same clear set of outcomes.

146. We will work closely with the sector to bring about the improvements to quality that we all agree are so important to improving teaching in further education settings. However, we are clear that substantial change is needed, and we will consider introducing new statutory powers for the Secretary of State to take a more active role in regulating the provision of initial teacher education, if the improvement we need to see is not achieved.

¹¹³ [Initial teacher education \(ITE\) inspections and outcomes: management information](#) (Ofsted, last updated 2020).

A seamless and strong relationship between further education and industry

147. Providers, employers, and learners tell us about inspiring examples of successful collaboration between industry and providers. When businesses and providers come together, businesses can meet their workforce needs, and teaching staff get more up-to-date, real world experience in their sectors, and access to cutting-edge equipment, facilities, and knowledge. Providers also tell us that they know this is the right thing to do, but often lack the resource to do it.¹¹⁴ We will enable providers to collaborate routinely with business to develop their teaching workforce through two flagship programmes – Workforce Industry Exchange and Taking Teaching Further.

148. We will expand Taking Teaching Further, which enables industry experts to move into teaching more easily. The programme has grown rapidly in recent years – starting with 50 places in 2018, increasing to 550 places in 2020.¹¹⁵ Through the programme, providers can recruit individuals with industry experience to retrain as teachers and lecturers. The programme covers the costs of training, including a higher-level (level 5) teaching qualification, reduced classroom time during the first year of teaching, and other support, such as paired teaching and mentoring.

Case Study: Activate Learning

Activate Learning, a group of seven further education colleges in the South East, developed the Thames Valley Talent Transfer Programme with the support of the Taking Teaching Further innovation project. The programme provided teachers with short-term placements in businesses linked to their vocational specialism. This enabled staff to form long-term relationships with industry professionals, develop their expertise, and bring their updated industry knowledge back into the classroom.

17 staff members have spent time out in industry, undertaking placements with Westcoast, Panasonic, Costain, and Galliford Try. Following their placements, staff worked with their employer contact to develop and deliver the curriculum back in college. At Activate Learning's Technology Campus, the team worked with Galliford Try to deliver work experience placements, mock interviews, talks, and site visits.

The short-term impact of this project has been a rapid updating of industry knowledge for many of Activate Learning's teaching staff, which has in turn had a direct impact on the delivery of courses to students. Employers had an opportunity to influence the curriculum to support the development of a talent pipeline. Amanda Cherry, Faculty Manager for Construction at the Technology Campus, who spent time with Galliford Try said of her

¹¹⁴ [Innovation in Further Education Colleges Summer 2020 AoC Survey](#) (Association of Colleges 2020).

¹¹⁵ [Multi-million pound support package to boots the FE workforce](#) (Department for Education, 2020).

experience: 'Staff members were really excited and enthused by the experience. We've really enjoyed working with the company to support the development of our students' employability skills and it's great to see the subject really coming alive for them.'

149. We will introduce a new Workforce Industry Exchange programme, across a wide range of subjects and sectors. This will build the capacity of the further education workforce by supporting providers to engage in a sustainable, two-way exchange with industry, building up long-lasting networks with employers. We will provide a framework of what works, based on the Taking Teaching Further pilots and evidence of what has worked elsewhere, while also maintaining flexibility so that providers and employers can innovate and activities can be tailored to local need. We already know that secondments into industry for teaching staff to gain up-to-date industry expertise, and employer secondments to providers where they can deliver master classes and provide curriculum support, are particularly effective.

Continuing professional development for teachers, to uphold quality and enable progression

150. To deliver high-quality teaching, professional development must continue throughout an individual's career. There is more to be done to ensure those working in further education settings have access to high-quality development opportunities. 59% of teaching staff report that they are not satisfied with opportunities to develop in their career¹¹⁶; the Augar Report recognised this and recommended improving the professional development of the further education workforce.¹¹⁷

¹¹⁶ [College staff survey: 2018](#) (Department for Education, 2018).

¹¹⁷ [Independent panel report to the Review of Post-18 Education and Funding](#) (2019), p.136.

151. This Government will now take a more active role to support the sector in meeting this ambition. We will improve digital skills by enabling increased support for online and blended teaching. We will drive improvement in the quality of CPD, recognising that, to bring about real change, there must be sustained high-quality professional development opportunities, based on evidence, led by experts, and underpinned by peer support.¹¹⁸ We will provide effective support to new teachers moving into the sector by continuing to enable access to mentoring. We will assess workforce development needs that arise from Government priorities and support the provision of training which helps deliver those priorities. To encourage the retention of new teachers, we will improve our package of early career support.

152. In addition to this activity, we will continue to push forward with our existing programmes that align to the priority areas above:

- We will continue the T Level Professional Development offer for at least a year beyond March 2021. This will ensure that staff have the up-to-date knowledge and skills to deliver the rollout of 21 further T Level courses between September 2021 and September 2023. The project began in 2019 and almost 7,000 members of staff in further education providers have already participated in the offer. Training is provided for all staff involved in the delivery of T Levels, and the offer includes specific leadership training including curriculum planning and assessment, pedagogical and subject-based training for teaching staff, networking opportunities for all staff involved in T Level delivery, and the opportunity to gain industry insights by spending time with a local employer.
- We will continue to fund schemes that support teachers in schools and colleges to improve their digital delivery skills. We will continue to expand the Demonstrator Programme to provide peer-to-peer support for thousands of schools and colleges, including ways they can support remote education. The College Collaboration Fund will continue developing high-quality digital resources for all levels of provision and we will start work with the sector on how best to share these resources in a scalable and coordinated way.

¹¹⁸ [Developing great teaching: lessons from the international reviews into effective professional development](#) (Teacher Development Trust, 2015).

- We will encourage more organisations with relevant expertise to provide high-quality and evidence-based training and development for teaching staff in the sector. For example, supporting initiatives such as the WorldSkills UK's Centre of Excellence scheme, developed in partnership with NCFE, where providers and teachers will be able to benefit from a skills and knowledge development programme including peer-to-peer learning and technical masterclasses based on international best practice.

A high-quality apprenticeships teaching workforce

153. The apprenticeship teaching workforce plays a crucial role in the delivery of high-quality apprenticeships. All providers should have a high-quality curriculum and training plan underpinned by employer-led standards with continuous investment in CPD so that teachers and lecturers have up-to-date knowledge of their subject. We recognise that the apprenticeship teaching workforce has adapted extremely well to several recent changes. However, more can be done: of the 7% of apprentices reporting dissatisfaction with their apprenticeship, 50% named a lack of support or contact from training providers as a reason; further, of the 9% of apprentices who reported dissatisfaction with their experience of standards in particular, 41% identified the poor quality of training as a key reason.¹¹⁹

154. We will ensure there is a coherent and joined-up accountability system for training providers that sets out clearly what 'good' looks like, with every party committed and clear on their role at the outset, and only allowing high-quality providers to deliver. We will continue to work closely with Ofsted to focus our activity on ensuring that employers and learners can be assured of a high-quality experience. We will introduce a new approach to the accountability system, considering a wider set of quality measures to support provider improvement and more timely intervention. As part of this, we will improve our internal risk assessment and quality assurance of existing providers to intervene where we identify non-compliance or quality risks. We will undertake a full refresh of the Register of Apprenticeship Training Providers (RoATP), commencing in April 2021, and adopt more stringent entry criteria for both new and existing providers, to better determine whether providers have the capability and capacity to be able to deliver these higher-quality apprenticeships.

¹¹⁹[Apprenticeships Evaluation 2018-19 – Learners: research report](#) (Department for Education, 2020).

155. To support training providers, this Government will make a comprehensive package of professional development available to all apprenticeship providers and their workforce through a new national online Apprenticeship Workforce Development programme. This will be available to training providers for free, irrespective of whether they teach in a college or in an independent training provider. Our aim is to achieve a widespread and rapid improvement in apprenticeship teaching capability.

Comprehensive workforce data collection

156. We will introduce comprehensive workforce data collection as recommended in the Augar Report.¹²⁰ This will bring our knowledge of the workforce in further education on a par with that of schools and higher education. We will establish a collection which will be mandatory when academic year 2021/2022 data is collected from further education providers. The workforce collection will include demographic and personal characteristics, such as ethnicity and disability data, which will enable us to plan better and understand the impact of our policies on diversity in further education staffing and leadership. This collection will sit alongside and complement the other collections that the Education and Skills Funding Agency is responsible for, such as submissions of learner data, and the functionality will be co-designed with the sector to offer coherence to those inputting data.

¹²⁰ [Independent panel report to the Review of Post-18 Education and Funding \(2019\)](#).

Annex A: Glossary

- **Adult Education Budget (AEB).** The AEB is funding targeted at engaging adults and providing the necessary skills and learning for work, an apprenticeship or other learning. The national AEB is used to support statutory entitlements to full funding for eligible adults (aged 19 and above). The statutory responsibility for certain adult education functions, including for funding the statutory free entitlements has been transferred to certain Mayoral Combined Authorities (and delegated to the Mayor of London) in relation to their areas together with an associated portion of the AEB.
- **Advanced Learner Loan (ALL).** An Advanced Learner Loan helps eligible adults (aged 19 and above) with the costs of a course at a college or training provider in England. Further information can be found on GOV.UK. Qualifications for which an individual can take a loan out are known as “qualifications approved for ALL”. They can be found at: <https://www.qualifications.education.gov.uk/>
- **Advanced Level.** Any qualification at level 3, they include A Levels, the T Level technical qualification, level 3 NVQs, and level 3 National Diplomas. Apprenticeships can also be delivered at advanced level.
- **Advanced Technical Education.** Refers to technical education that is delivered at level 3, this includes level 3 apprenticeships, T Levels, level 3 NVQs, and some Level 3 National Diplomas. This is the same level as A Levels.
- **Apprenticeship.** An apprenticeship is a job that combines practical training with study. These can be provided from intermediate level (level 2) to professional level (levels 6&7). See “A guide to apprenticeships” on GOV.UK for further information.
- **Higher Technical Qualification.** This refers to a level 4-5 Higher Technical Qualification that gains approval from the Institute where its content aligns with the Institute’s employer-led standards.
- **Augar Report.** The Post-18 Review of Education and Funding: Independent Panel Report published on 30 May 2019. It makes recommendations on how government can ensure that the education system in England for those aged 18 years and over is: accessible to all; supported by a funding system that provides value for money and works for students and taxpayers; incentivises choice and competition across the sector; and encourages the development of the skills that we need as a country. See GOV.UK for more information.
- **Awarding organisations.** Refers to individual organisations recognised by Ofqual that design, develop, and certificate qualifications but are not themselves education providers.
- **Blended learning.** Learning that takes place partly in a digital environment and partly in-person.
- **Degree Apprenticeship.** An apprenticeship delivered at level 6 or 7, equivalent to an undergraduate or post-graduate degree.
- **Degree Level.** Any qualification at level 6 or 7. Level 6 includes a full undergraduate degree (may be degree with honours/bachelor’s degree), or a graduate diploma. Level 7 includes a master’s degree, postgraduate diploma, and a level 7 diploma. Apprenticeships can also be delivered at levels 6 and 7.
- **Education and Skills Funding Agency (ESFA).** The ESFA is an executive agency sponsored by the Department for Education. It is responsible for funding education and skills for children, young people and adults. See the ESFA website for more information.

- **Employer-led standards.** Set out the knowledge, skills and behaviours (KSBs) required for an occupation. Also known as occupational standards. Employer-led standards enable assessment of whether an individual has achieved the KSBs needed to be competent in an occupation. They are developed by groups of employers and approved by the Institute for Apprenticeships and Technical Education. They currently form the basis of the T Level technical qualification and apprenticeships (see also Apprenticeship Standards).
- **European Social Fund (ESF).** The European Social Fund (ESF) Operational Programme is part of the European Structural and Investment Funds Growth Programme for England in 2014-2020. The Programme's priorities are to increase labour market participation, promote social inclusion and develop the skills of the potential and existing workforce. It contributes to improving youth employment by providing support for young people who are harder to reach, and incorporates the Youth Employment Initiative (YEI) money in areas with higher rates of youth unemployment. The UK has now left the European Union and is ending its participation in the European Social Fund at the end of 2023. For more information, please see: <https://www.gov.uk/guidance/england-2014-to-2020-europeanstructural-and-investment-funds>
- **Further education college (FEC).** Refers to institutions conducted by further education corporations. Further education colleges offer a variety of courses from entry level through to higher level qualifications.
- **Further Education Provider.** An education or training organisation that is approved to deliver education to students. In this paper 'provider' relates specifically to those that provide further education.
- **Higher level.** Any qualification at levels 4 and 5. Apprenticeships can also be at higher level.
- **Higher technical education (HTE).** Refers to technical education provided at levels 4 and 5.
- **Information, advice and guidance.** Impartial, practical support provided to students enabling them to make suitable educational and employment decisions. This can help minimise potential costs associated with uninformed and unsuccessful choices. Information, advice and guidance to support employers in identifying appropriate training that matches their skills needs.
- **Institute for Apprenticeships and Technical Education (Institute).** The Institute is an executive non-departmental public body, sponsored by the Department for Education. It approves and publishes the employer-led standards for occupations (and their associated apprenticeship assessment plans), approves technical education qualifications, and advises government on funding for each standard. See the Institute website for more information.
- **Institutes of Technology (IoT).** Collaborations between further education colleges, universities and employers, focused on providing higher-level technical STEM education.
- **Intermediate level.** Any qualification at level 2, including GCSEs (Grades A*-C/9-4), level 2 NVQ. Apprenticeships can also be at intermediate level.
- **Knowledge, skills and behaviours.** These are the outcomes set out in employer-led standards, that demonstrate competence in an occupation. For an approved Higher Technical Qualification, and the T Level qualifications, an individual will

attain as many of the outcomes as may be reasonably expected from a course of education.

- **Level (L).** Refers to the 9 qualification levels in England, Wales and Northern Ireland. See GOV.UK for more information.
- **Level 2.** Also known as Intermediate level. Level 2 qualifications include GCSEs (Grades A*-C/9-4) and level 2 Technical Award. Apprenticeships can also be delivered at Intermediate level.
- **Level 3.** Also known as Advanced level. Level 3 qualifications include A Levels, T Levels, Pearson BTECs, and Cambridge Technicals. Apprenticeships can also be delivered at Advanced level.
- **Levels 4 and 5.** Also known as higher level. Level 4 includes Certificate of higher education, level 4 diploma, and higher national certificate. Level 5 includes, diploma of higher education, foundation degree, higher national diploma. Apprenticeships can also be delivered at higher level.
- **Levels 6 and 7.** Also known as degree level. Level 6 includes a full undergraduate degree (may be degree with honours/bachelor's degree), and a graduate diploma. Level 7 includes a master's degree, postgraduate diploma, and a level 7 diploma. Apprenticeships can also be delivered at degree level.
- **Lifelong Loan Entitlement.** A new transformative funding provision, enabling people to access four years' worth of student loan funding across further and higher education providers throughout their lifetime.
- **Local Enterprise Partnership (LEP).** A legal relationship between two or more local authorities by way of partnership or otherwise, created for the purposes of identifying, determining and facilitating economic opportunities that generate economic growth, prosperity and job creation in a particular area.
- **Local Skills Improvement Plans.** Local Skills Improvement Plans will set out the key changes required to skills provision in a local area to make provision more responsive to labour market skills needs.
- **Mayoral Combined Authority (MCA).** A combined authority is a legal structure that may be set up by local authorities in England, with or without a directly elected mayor. Specified adult education statutory functions of the Secretary of State have been transferred to certain MCAs by way of affirmative orders under the Local Democracy, Economic Development and Construction Act 2009. In addition, a delegation of those functions has been made by the Secretary of State in relation to London (which is not a combined authority) under section 39A of the Greater London Authority Act 1999.
- **National Colleges.** National Colleges are institutions, created by employers to support high-level skills training in those sectors that are economically and strategically important to UK growth (i.e. High Speed Rail, Nuclear, Digital, Creative & Cultural). Courses are predominantly between levels 4 to 6, with employers involved in developing the curriculum, and 58 industry professionals teaching the content in simulated workplaces.
- **National Skills Fund.** A £2.5 billion fund to help adults learn valuable skills and prepare for the economy of the future.
- **Ney Review.** The report of Dame Mary Ney's review of financial oversight arrangements for further education and sixth form colleges, with recommendations for improvement, published on 15 July 2020. See GOV.UK for more details.

- **Occupational Standards.** Occupational Standards is a term often used to refer to employer-led standards. They contain a list of the skills, knowledge and behaviours an apprentice will need to have learned by the end of their apprenticeship. Apprenticeships based on employer-led standards have replaced apprenticeship frameworks as part of reforms to raise the quality of apprenticeships. The standards are developed by groups of employers and the Institute for Apprenticeships and Technical Education is responsible for approving and publishing the employer-led standards and the related assessment plans. (See also employer-led standards).
- **Office for Students (OfS).** The OfS is a non-departmental public body and is the independent regulator of higher education in England. See OfS website for more information.
- **Office of Qualifications and Examinations Regulation (Ofqual).** The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations, and assessments in England. Ofqual is an independent government department with jurisdiction in England. See the Ofqual website for more information.
- **Post-16 Skills Plan.** The Government's plan to support young people and adults to secure skilled employment and meet the needs of the economy, including through bringing forward technical education reforms based on the work of Lord Sainsbury's independent panel. See GOV.UK for more information.
- **Sainsbury Review.** The review conducted by the Independent Panel on Technical Education, chaired by Lord Sainsbury, which reported its findings in April 2016. The recommendations were accepted in the Post-16 Skills Plan.
- **Skills Advisory Panels (SAP).** Mayoral Combined Authorities and Local Enterprise Partnerships have created 36 SAPs which bring together employers, skills providers and local government to resolve mismatches between skills supply and employer demand at a local level.
- **T Level.** A T Level is a rigorous, stretching programme of study at level 3 containing a qualification which is based on employer-led standards, as well as a significant industry placement and other components. T Levels offer a high-quality, prestigious technical alternative to A Levels and are aligned with work-based technical education also provided at level 3 through apprenticeships. T Levels are being introduced in phases from September 2020.
- **Technical education.** Technical education encompasses any education or training, such as qualifications and apprenticeships, that focuses on progression into skilled employment and requires the acquisition of both a substantial body of technical knowledge and a set of practical skills valued by industry. Technical education covers provision from level 2 (the equivalent of GCSEs at A* to C or 9 to 4) to higher education (level 6), but it differs from A Levels and other academic options in that it draws its purpose from the workplace rather than an academic discipline.
- **Traineeships.** A traineeship is a skills development programme that includes a work placement. Traineeships help 16 to 24 year olds - or 25 year olds with an education, health and care (EHC) plan - get ready for an apprenticeship or job if they don't have the appropriate skills or experience. It can last from six weeks up to one year.

- **UK Shared Prosperity Fund.** A fund to replace structural funding from the European Union at the end of the transition period. European Union funding has been used for boosting several aspects of economic development, including support for businesses, employment and agriculture.

Kickstart policy statement Jan 2021

From 3 February 2021, employers will be able to apply to the Kickstart Scheme without a minimum threshold of 30 jobs.

With so many gateways already approved, we are closing applications for new gateways this week – but businesses that wish to sign up with the support of an existing gateway will still be able to do so.

If we identify any emerging gaps where employers need more support, we may invite further applications.

DWP message to Kickstart Gateways 28th Jan 2021

Thank you for being part of the Kickstart Scheme. We want to make you aware of some important changes we are making to the Scheme.

From today, it will no longer be possible for organisations to seek funding as Kickstart gateway for the first time. Kickstart gateways that have already been approved and have a grant agreement in place are welcome to continue to add additional employers and jobs to their funding agreements. And we will be continuing to assess any applications which you may have already sent to us and not yet heard the outcome.

We have already approved over 120,000 jobs for young people through the Kickstart Scheme, with many more being approved every day. 65% of those jobs have been approved as a result of applications from gateways. To make sure the Kickstart Scheme makes a difference to labour market prospects of our young people, we need to expand our reach to more employers so we achieve a broad range of opportunities and deliver the scheme to reach its full potential. We hope you support our ambitions and understand the drivers behind this. Our existing Kickstart gateways offer plenty of quality choice for employers wanting support to participate in the Kickstart Scheme and we will continue to promote access to the scheme via gateways.

In response to feedback received, from 3 February we are offering employers looking to offer any number of jobs with training a choice about how they enter the scheme. They could apply directly to the Scheme; or they could apply through one of our many already approved gateways.

We are making these changes so that employers can create more opportunities for young people. We want to reassure you that with these changes, you will continue to be a valued part of the Kickstart Scheme.

We know many employers will still choose to apply via a Kickstart gateway, and we are working to make the value Kickstart gateways bring clear on our Gov.uk Kickstart Scheme pages and communications with employers. We will highlight the support Kickstart gateways can offer employers with bringing them on board, to support their application using their knowledge of the scheme, and ensure that young people receive the help and support they need to make the most of their time in a Kickstart job.

One of these updates is to the 'Find a Kickstart gateway' list. We will be making it even easier for an employer to search for and find a suitable approved Kickstart gateway by including more searchable information specific to their Kickstart gateway requirements, such as providing employability support for young people. This will be implemented in stages and the first step on 3 February will be to remove from the list any organisation which is not an approved gateway.

We know that not all approved gateways are on the current list, and we would like you all to be on this new list. If you haven't already given your consent to be listed, and you would like to be featured in the searchable, approved Kickstart gateway list, please reply to this email and we will send you a template to complete.

We also want to take this opportunity to reassure you that we do listen to your feedback and take it seriously. We are working hard to improve our communications to you, as the Scheme progresses.

Thank you, once again, for your valued contribution to the Kickstart scheme.

Yours sincerely,

Kickstart Team

Please find the December update below, which includes the latest **Claimant Count** and **Job Posting** numbers, in addition to **Coronavirus Support Loans** offered. This update also includes the latest information on **Furlough** and **Self-Employment Income Scheme** numbers, which were released on Thursday 28th January.

The main headlines from the below are as follows:

- The **Claimant Count** in Gloucestershire decreased by 170 persons to 17,450 and the rate in **December** was **4.5%**
- **Job posting numbers** continue to increase with the number of postings for December at around **21,434** which is **5.7% higher** when compared to December 2019. The Forest of Dean, Tewkesbury and Cotswold have again seen an increase in the number of job posts when compared to the same month last year
- The total number of **workers furloughed** in Gloucestershire as at the 30th **November** was **35,600**. Provisional figures for the end of **December** show this to be **33,800**
- The third phase of the **Self Employment Income Scheme** grant has now seen a total of **17,300 claims** made in Gloucestershire up to 31st December, with a **take up rate of 51%** of those potentially eligible and totalling **£50.4 million**
- The total value of **Coronavirus Business Interruption Loans (CBILS)** and **Bounce Back Loan Scheme (BBLS)** offered to Gloucestershire businesses now stands at **£582 million**

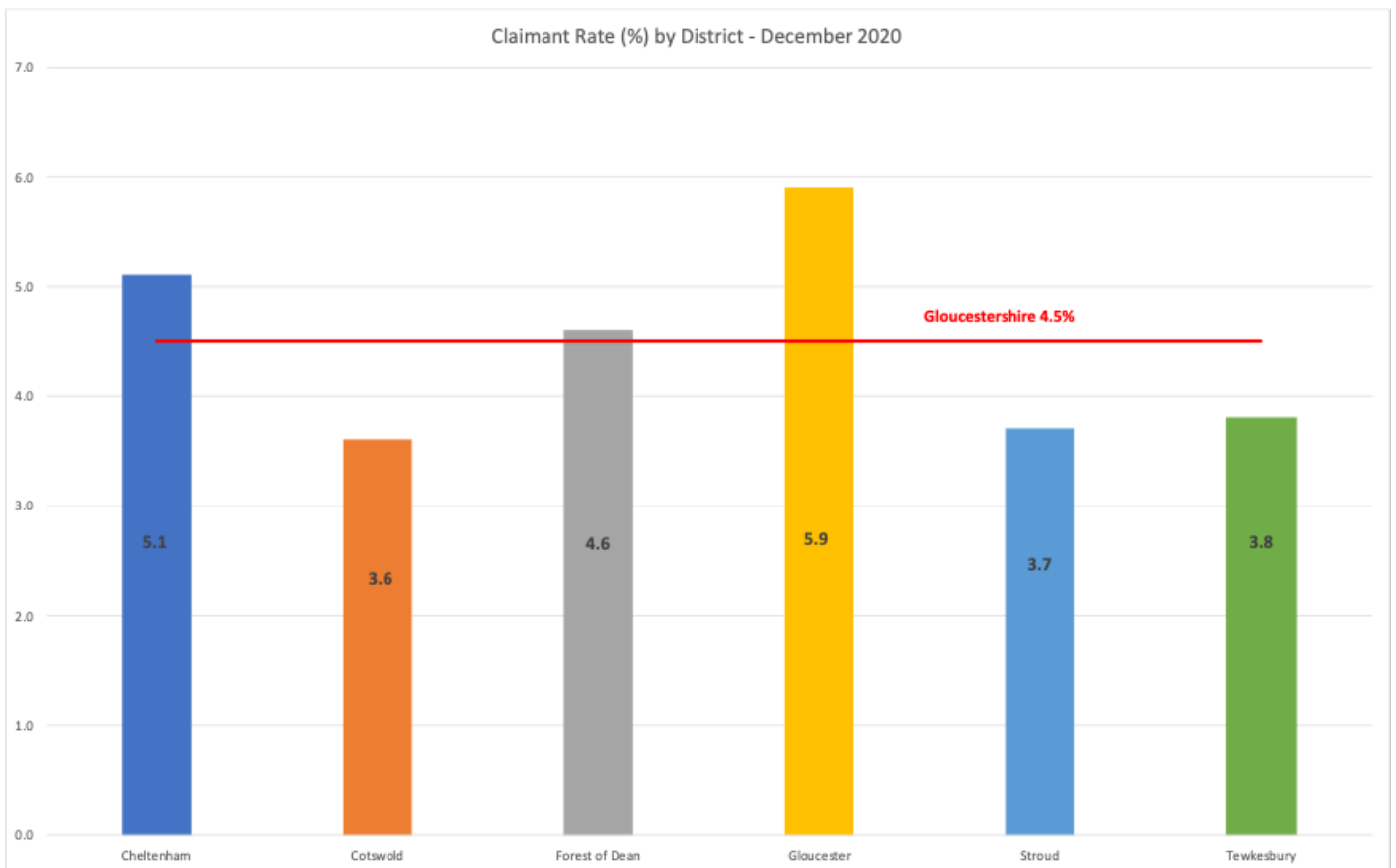
December Claimant Count

This week saw the publication of the December ***Claimant Count** figures: **Gloucestershire** has seen a small decrease to **4.5%** from the November figure of 4.6% (the value is expressed as a proportion of residents aged 16-64). The December total now stands at **17,450** compared to the November figure of 17,620 which is a monthly **decrease of 170**. All but one district saw a small decrease in the estimated number of unemployed claimants since November, the Cotswold figure has remained the same.

The December figure for the **South West** was **4.9%**, **England** was **6.4%** and the **UK** figure was **6.3%**.

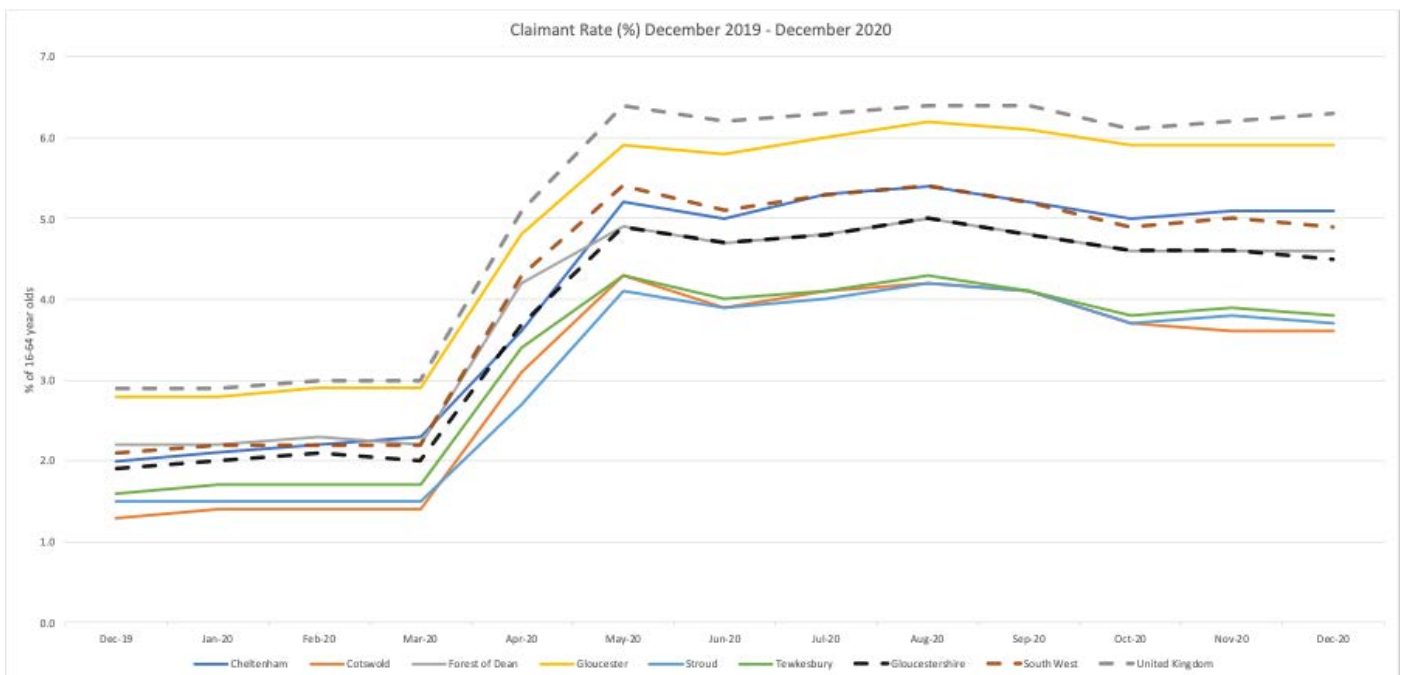
For more information on the claimant count, please refer to the Gloucestershire County Council's monthly publications [here](#).

The below shows the claimant rate for December 2020 in Gloucestershire.



*The Claimant Count is a measure of the number of people who are unemployed and claiming benefits
 For more information about Universal Credit please see the [ONS website](#).

The below shows the current claimant rate for Gloucestershire at 4.5%, compared with all six districts, the South West and United Kingdom. The rate for Gloucestershire has been below that of the UK and South West for the past 12 months.



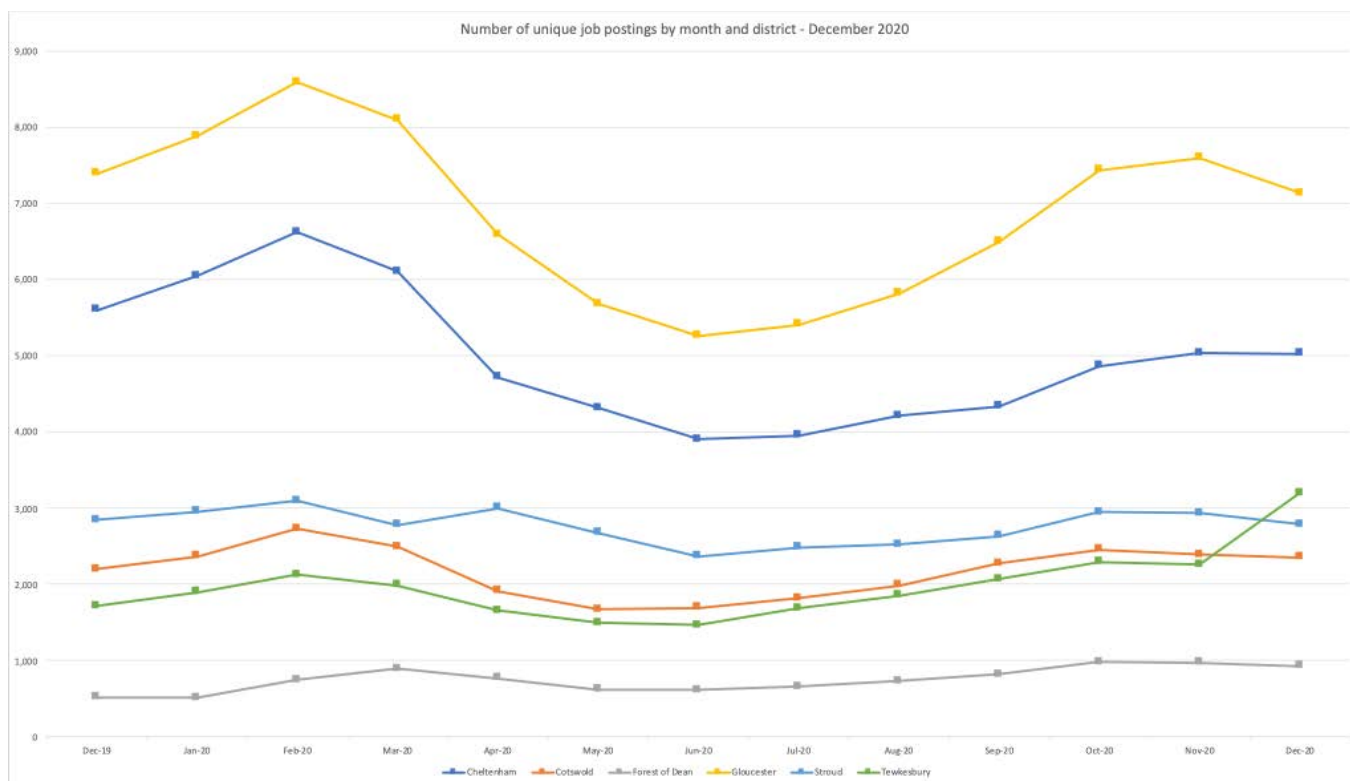
EMSI job posting numbers

Job posting numbers continue to increase with the number of postings for **December** at around **21,434** which is **5.7% higher** when compared to December 2019. Both the **Forest of Dean** and **Tewkesbury** have seen a large **increase** in the number of job posts when compared to the same month last year, Cotswold have seen a smaller increase.

The below table gives a district overview of total jobs in December 2020 when compared to December 2019:

| Number of unique job postings by district | | | |
|---|---------------|---------------|----------------------|
| December 2020 | 2019 | 2020 | % comparison to 2019 |
| Cheltenham | 5,605 | 5,028 | -10.3 |
| Cotswold | 2,200 | 2,352 | 6.9 |
| Forest of Dean | 515 | 932 | 81.0 |
| Gloucester | 7,398 | 7,136 | -3.5 |
| Stroud | 2,845 | 2,787 | -2.0 |
| Tewkesbury | 1,718 | 3,199 | 86.2 |
| | 20,281 | 21,434 | 5.7 |

The below shows total jobs by district for the past year, with most districts displaying a similar trend to the past few months. However, December 2020 has seen a decrease in Gloucester alongside a smaller decrease in Stroud when compared to November 2020. Tewkesbury stands out with a large increase in the total job numbers in December, which is higher than any previous month at 3,199 in December compared to 2,259 in November, an increase of 940 month on month.

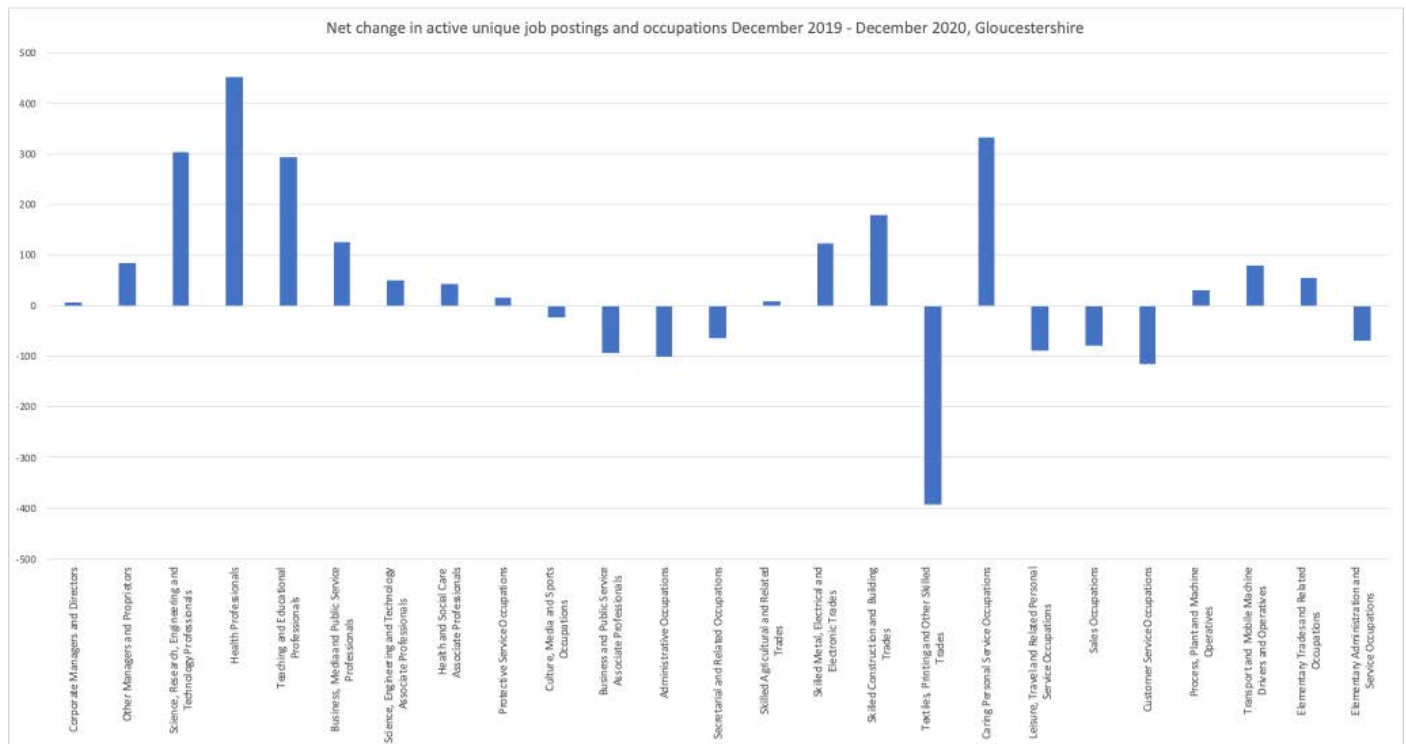


Please note – job posting numbers are based on snapshot data taken on the 13th January, numbers are provisional and subject to change. The information is continually being cleaned and validated, but job posting numbers provide a good indication on how the job market is performing.

EMSI delivers real time access to job vacancies from a comprehensive range of sources including job boards, employer sites, newspapers, public agencies etc. Data extraction and analysis technologies mine and code data from each job listing to provide analysis on industries, occupations, skills and qualifications. However, the tool will inevitably not capture all vacancies.

The graph below shows the net change in the number of job postings by top level occupation (two-digit SOC), comparing **December 2019 to December 2020**.

Occupations to see the largest **increase** when compared to last year continue to be **Health Professionals** and **Caring Personal Service Occupations**, but as you can see below there are also several other occupations that have increased compared to December 2019. **Textiles, Printing and Other Skilled Trades** has seen the largest decrease.



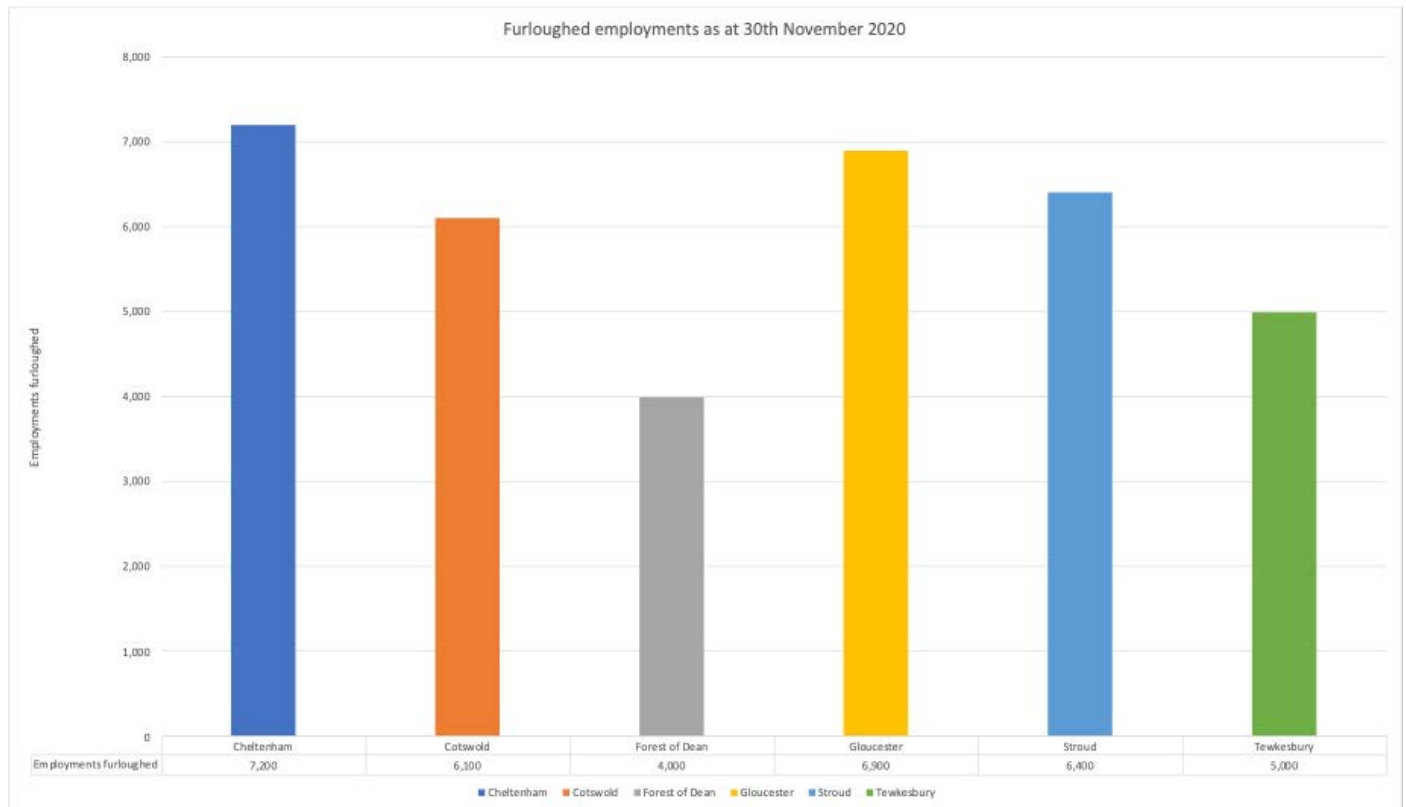
The following are for the month of **December 2020 only** and highlight the top companies posting jobs, occupations, job titles and the most frequent hard and common skills listed in job postings..

- **Top companies** posting jobs in December include: **NHS, Gloucestershire Hospitals NHS Foundation Trust and Gloucestershire County Council – please note** that I have not included employment agencies in top companies posting, employment agencies do however form part of the total jobs posted in the report.
- **Top posted occupations** in December include: **Nurses, Care workers and home carers, Programmers and software development professionals, Sales accounts and business development managers and Van drivers.**
- **Top posted job titles** in December include: **Family Support Workers, HGV/Large Goods Vehicle (LGV) Drivers, Registered Nurses, Home Care Social Workers, Teaching Assistants, and Software Engineers.**
- **Top hard skills** listed in job postings in December include: **Auditing, Nursing, Warehousing, Accounting and Agile Methodology.**
- **Top common skills** listed in job postings in December include: **Communications, Management, Customer Service, Sales and Enthusiasm.**

Furloughed workers

The total number of **workers furloughed in Gloucestershire as at the 30th November was 35,600** and provisional data released shows this figure to be **33,800** as at the **31st December**. This is an increase from the 20,000 reported to be furloughed at the end of October last year.

The graph below shows the district breakdown of workers furloughed at the end of November.



Below figures compare the November furlough statistics for Gloucestershire against England and the South West:

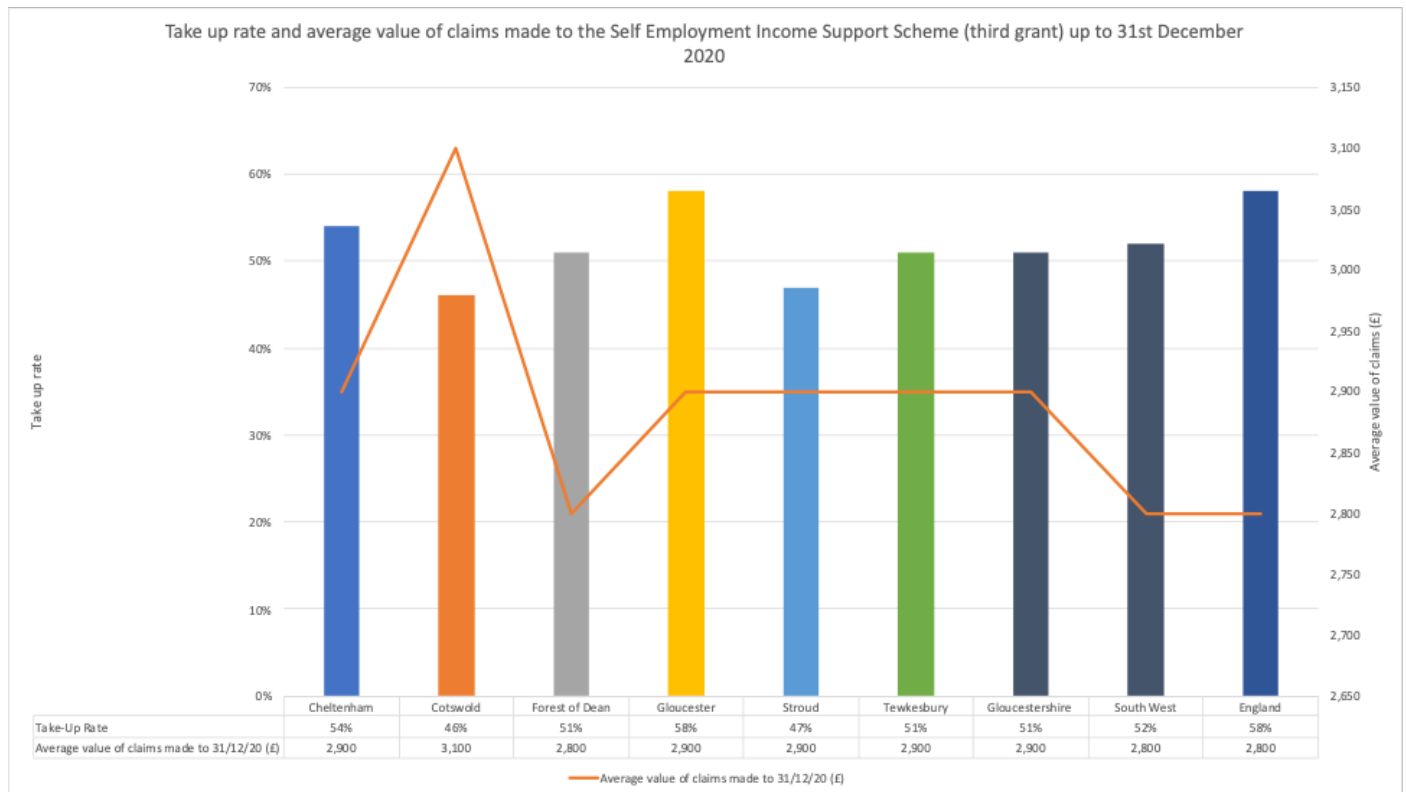
| Furloughed employments as at the 30 th November 2020 | | | |
|---|------------------------|----------------------|---------------|
| Area | Employments furloughed | Eligible employments | *Take-up-rate |
| Gloucestershire | 35,600 | 292,200 | 12% |
| South West | 320,000 | 2,517,100 | 13% |
| England | 3,209,500 | 25,577,800 | 13% |

**Take up rate is the percentage of workers furloughed, as a proportion of those eligible employments.*

Self Employment Income Scheme

Latest figures show the **third phase** of the **Self Employment Income Scheme** saw a total of **17,300 claims** made in Gloucestershire up to the 31st December, which had a **take up rate of 51%** of those potentially eligible and totalling **£50.4 million**.

The below graph shows the take up rate (bars) and average value of claims (third phase) represented by the line for each district and Gloucestershire, compared to the South West and England.



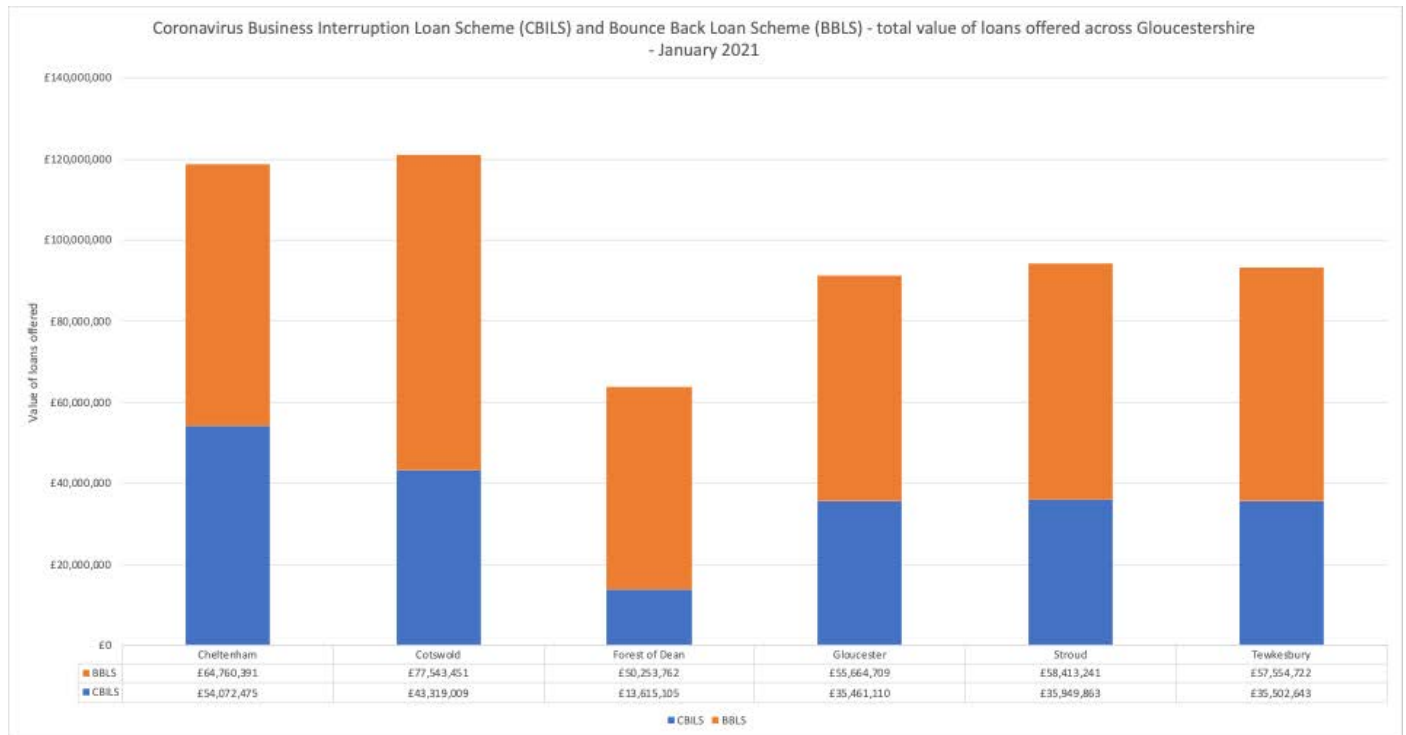
For information

- The first grant, for which applications closed on 13th July 2020, was based on 80% of trading profits and capped at £7,500 in total.
- The second grant, for which applications closed on 19th October, was based on 70% of average monthly trading profits, paid out in a single instalment covering 3 months' worth of profits, and capped at £6,570 in total
- The third grant is now open for applications, which is worth 80% of average monthly trading profits, paid out in a single instalment covering 3 months' worth of profits, and capped at £7,500 in total.

Coronavirus Business Interruption Loan Scheme (CBILS) and Bounce Back Loan Scheme (BBLs)

Recent figures from the British Business Bank reveal that as of January 2021, the total value of Coronavirus Business Interruption Loans (CBILS) and Bounce Back Loan Scheme (BBLs) offered to Gloucestershire businesses now stands at **£582 million**, which is an increase of around £100 million since the last figures were reported in October.

The graph below shows how the loans offered by type are split across the six Gloucestershire districts, as you can see the Forest of Dean is seeing a much larger proportion of Bounce Back Loan Scheme (BBLs) numbers compared to the Coronavirus Business Interruption Loans (CBILS).



| Constituency | CBILS | | BBLs | | Total | |
|------------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
| | Number of loans offered | Value of loans offered (£m) | Number of loans offered | Value of loans offered (£m) | Number of loans offered | Value of loans offered (£m) |
| Cheltenham | 150 | £54,072,475 | 2198 | £64,760,391 | 2,348 | £118,832,866 |
| Cotswold | 166 | £43,319,009 | 2670 | £77,543,451 | 2,836 | £120,862,460 |
| Forest of Dean | 78 | £13,615,105 | 1824 | £50,253,762 | 1,902 | £63,868,866 |
| Gloucester | 133 | £35,461,110 | 1960 | £55,664,709 | 2,093 | £91,125,819 |
| Stroud | 158 | £35,949,863 | 2087 | £58,413,241 | 2,245 | £94,363,104 |
| Tewkesbury | 165 | £35,502,643 | 2027 | £57,554,722 | 2,192 | £93,057,365 |
| Gloucestershire Total | 850 | £217,920,205 | 12766 | £364,190,276 | 13,616 | £582,110,480 |

You may wish to refer to [this bulletin](#) from the British Business Bank for more information.



Department
for Education

Local Skills Report

Guidance for Skills Advisory Panels

November 2020

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Summary

This publication provides non-statutory guidance on the creation of Local Skills Reports. It has been produced by Department for Education (DfE) Skills Advisory Panels (SAPs) programme team.

Expiry or review date

This guidance will be reviewed in Summer 2021.

Who is this guidance for?

- Skills Advisory Panels (SAPs)
- Mayoral Combined Authorities (MCAs) and Local Enterprise Partnerships (LEPs)

Key points

- SAPs are local partnerships that bring together skills providers and employers to help ensure local people are trained for jobs that are available. They help MCAs and LEPs understand current and future skills needs so that local skills provision better matches local employment opportunities and employers' needs.
- Local Skills Reports build on SAPs' evidence bases by reporting skills information in a consistent way across all SAPs. Reports will help to maximise SAPs' influence, engage local partners and feed intelligence into central government and the national-level Skills and Productivity Board (SPB).
- SAPs should produce Local Skills Reports by the end of March 2021. They are to be updated on an annual basis with a fuller refresh every two years.
- Local Skills Reports were informed by stakeholder engagement and research.
- Local Skills Reports set out each areas' unique skills landscape and skills needs. They also cover progress on skills-related activities and set out how local partners can support local skills plans.
- Local Skills Reports have an annex of core indicators to give readers a basic understanding of each area's core skills-related data.
- Prior to publication, reports should be signed off by the SAP Chair and by any other relevant parties in accordance with SAPs' local governance structures.

Linked documents:

- Core Indicators User guide - not published, provided directly to SAPs

Other relevant publications:

- Skills Advisory Panels: guidance on the role and governance. Available online here: <https://www.gov.uk/government/publications/skills-advisory-panels-saps-role-and-governance>
- Skills Advisory Panels: analytical toolkit. Available online here: <https://www.gov.uk/government/publications/skills-advisory-panels-analytical-toolkit>

Introduction

Skills Advisory Panels (SAPs)

SAPs are local partnerships that strengthen the link between public and private sector employers, local authorities, colleges, universities, and independent training providers. They operate at a local level through MCAs or LEPs to identify the current and future skills needs in their area, ensuring provision better matches local employment opportunities and local employers' needs.

SAPs adopt a local leadership role on skills and are expected to identify skills priorities for the area based on high-quality analysis. They should advise on and help implement funding and investment decisions for local skills provision. Additionally, SAPs are expected to uphold and support national governmental skills initiatives such as apprenticeships and T levels. More detailed information on the role, remit and governance of SAPs is available online: [Skills Advisory Panels - guidance on the role and governance](#).

Since being established, SAPs have developed, and continue to develop evidence bases in line with the [Skills Advisory Panels: analytical toolkit](#). To build on these evidence bases, Local Skills Reports aim to enhance SAPs' influence and aid collaboration by articulating the area's skills needs, plans and progress in a single accessible document for local stakeholders and central government.

Purpose of the reports

Local Skills Reports will provide a clear and consistent view of local skills needs across areas in a relevant and engaging format for local partners. Reports will be a key source of local skills information that better enable cross-area comparison and help feed local intelligence to central government and the national-level Skills and Productivity Board (SPB). Local Skills Reports will help to maximise the influence of SAPs locally by:

Acting as an engagement tool – a vehicle through which SAPs can directly engage, influence and rally employers and providers in their areas to support the local skills agenda.

Being a 'go-to' document for everything local-skills related – bringing together existing and new skills information into a consistent format common to all SAPs.

Clearly setting out key skills needs – ensuring local skills needs are visible to local partners who can then engage with them.

Offering valuable insight and evaluation – detailing the progress made on current local skills initiatives and outlining future skills plans to plug key skills gaps.

Feeding intelligence to the national SPB and central government – a consistent output common to all SAPs that the SPB can use to understand the needs and priorities

of local areas and build a national picture of the supply and demand for skills. The SPB has been set a remit¹ of answering the following three questions over the next 12 months:

- Which areas of the economy face the most significant skills mismatches or present growing areas of skills need?
- Can the board identify the changing skills needs of several priority areas within the economy over the next 5-10 years?
- How can skills and the skills system promote productivity growth in areas of the country that are poorer performing economically?

Research and engagement

Designing the report

To inform the report's design, the SAPs programme team carried out interviews with 11 SAP areas (a mix of MCAs and LEPs) during Spring 2020.

Our findings showed that SAPs thought the report needed to be both a useful tool to report local skills information to the national SPB and central government, as well as a tool to use for local engagement with key partners. Additionally, SAPs wanted the report to showcase local successes and include less data so it could be easily differentiated from SAPs' existing evidence bases. Overall, SAPs indicated that the report should be accessible and interesting to maximise its appeal to local partners, including employers and skills providers.

The SAPs programme team carried out further stakeholder engagement on the report with other government departments and government agencies including Department for Work and Pensions, Department for Business, Energy and Industrial Strategy, Department for Culture, Media and Sport, Ministry of Housing, Communities and Local Government, Ofsted, and The Education and Skills Funding Agency.

Additionally, the SAPs programme team worked closely with other internal DfE policy teams and stakeholder interest groups, including representatives of small-medium enterprises (SMEs).

¹ The Secretary of State for Education wrote to the Chair of the SPB Stephen van Rooyen on 11 November 2020 setting a clear remit for the Board:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/935023/SPB_letter_11th_November_2020.pdf

Intended audience

Local Skills Reports should attract a wide range of readers and users, but should be particularly relevant for:

- Local further education providers (colleges, independent training providers)
- Higher education institutes
- Local employers, including SMEs
- Prospective employers that might be considering investing in an area
- Local Authority leaders and skills officers
- Local councillors
- Third-sector businesses, economic and skills-focused entities
- Local and national business networks which have a skills interest (e.g. Federation of Small Businesses, Chambers of Commerce)
- Other local community groups (e.g. local start-up networks)
- The SPB
- Central government departments
- Academics and students with skills-related research interest
- Citizens with an interest in upskilling or reskilling

Local partner engagement

We encourage SAPs to engage with each other as well as local businesses and providers when producing their Local Skills Reports. Early engagement with local partners is encouraged as it will help to ensure the report is well-known to these groups upon its release. Further, it will allow time for local partners to contribute to the report's content. This is particularly relevant to [Chapter 7-Case studies/positive impact stories](#).

We are aware that many SAPs will already have working relationships in place with local partners and that such engagement is likely to be ongoing, outside of the report's publication. We encourage SAPs to use these relationships as much as possible, as one of the main strengths of the report will be how it brings together local partners to focus on skills issues. We recommend SAPs include within their report 'acknowledgements', or a summary of those they have engaged with during the production process. SAPs may share their engagement plans with the SAPs programme team during the report feedback window (see [Feedback window](#)) if they wish.

Contextualising the report

Perspective and positioning

As a skills-focused report signed off by the SAP chair, the expectation is for most of the report to be written through a 'SAP lens'. However, due to the holistic nature of skills policy and varying approaches taken locally, it may be relevant, or necessary, for SAPs to draw on strategies and plans developed and produced by the LEP/MCA of which the SAP is part, or, by the Local Authorities (LAs) that comprise them. This may include, for

instance, where there is strong overlap to work on enhancing enterprise, employment, or productivity.

As the ambition for Local Skills Reports is to bring together work on skills into one document, reports may amalgamate or replace existing strategies or plans with a skills element (see [Incorporating other publications](#)). However, it is important to note that Local Skills Reports do not automatically take precedence over any other LA, LEP or MCA publications.

Local Industrial Strategies

Many areas worked on developing Local Industrial Strategies and to date seven have been published. SAPs Local Skills Reports do not replace published Local Industrial Strategies and unlike Local Industrial Strategies, which were co-owned and signed off by central government, Local Skills Reports are owned entirely by SAPs for the purposes outlined in this guidance (see [Purpose of the reports](#)).

There are synergies between Local Skills Reports and the 'People chapter' of Local Industrial Strategies. Where useful and relevant, SAPs may incorporate material from their published Local Industrial Strategies (see [Incorporating other publications](#)).

Production and publication

SAPs should use this guidance along with the Core Indicators User Guide (provided to SAPs by the SAPs programme team) to produce a report that is published on their MCA's or LEP's website by 31 March 2021. The SAPs programme team asks that SAPs share the link of the published report via email to: SAP.PROGRAMME@education.gov.uk.

Reports should be clearly identifiable, stating 'Local Skills Report' in their title. Where SAPs wish to combine the report with additional content the title should read first as 'Local Skills Report', with any additional content listed in brackets.

Section page lengths listed in this guidance are approximates and may be flexed to suit SAPs' needs. However, SAPs should produce report sections mindful that the overall suggested length of the report is approximately 30 pages.

Incorporating other publications

As part of the process of producing their Local Skills Report, we encourage SAPs to reflect on all existing skills related publications in circulation. Where appropriate and possible, existing publications may (with the agreement of any other relevant parties), be amalgamated into or replaced by the Local Skills Report. Where they cannot, SAPs should summarise the other relevant publication's content in a suitable report chapter and include a hyperlink to it. We recommend that any hyperlinks included in reports are listed as full URL addresses, so links are not lost if the document is shared in different

formats or digitally protected. Where possible, reports should also include a link to SAPs' evidence bases (see [Use of data](#)).

Internal sign off

SAPs are expected to obtain SAP Chair sign off on reports as well as any other relevant internal sign offs in accordance with their local governance structure. Where a foreword is written by the SAP Chair and features their name (either printed or signature), this will suffice as Chair sign off. Where areas choose not to include a foreword by the SAP Chair, the Chair's name (either printed or signature) should be included in the opening or concluding pages of the report to indicate their approval and support of the report's content.

SAPs Programme Team 'Feedback window'

The SAPs programme team will look at a copy of each SAPs' Local Skills Report prior to publication to offer support and advice. SAPs should provide a copy of their report (in as fuller state as possible) to the SAPs programme team around February 2021. The SAPs programme team will coordinate the flow of documents during this window to maximise efficiency.

Once SAPs' own internal sign off processes are complete, and any feedback from the SAPs programme team has been actioned, SAPs should publish reports on their MCA's or LEP's website by 31 March 2021.

Writing in the context of Covid-19

Naturally, skills initiatives and skills related strategies, will form part of areas' Covid-19 plans for recovery and renewal. Whilst it is right the report captures some of this work as part of, or in addition to, an area's overarching skills plan and priorities, we do not see the report as having a specific Covid-19 focus.

We appreciate that Covid-19 may have impacted and altered SAPs' long-term skills strategies and priorities, but where SAPs' judge their previous analysis and priorities still hold relevance, they should be included in the reports.

More broadly, SAPs are asked to ensure that any plans for recovery and renewal post Covid-19 included within this report align with recovery and renewal plans or reporting already in circulation for the area. SAPs are not expected to detail new or different Covid-19 recovery and renewal plans in this report.

Using evidence

SAPs are reminded that whilst they may draw conclusions from local research or intelligence in their reports, they should make the reader aware of the basis for any claims. It is important to highlight where evidence is anecdotal or based on a small sample, as findings may not be representative of all employers or providers. This will help readers understand the context and strength of the evidence. For example, reports could

state 'employers on our board tell us they struggle to fill x vacancies' to show that the feedback comes from a selected group and does not necessarily reflect the views of all employers.

Use of data

Annex A - Core indicators

Reports will include an annex of specified skills data indicators. This is to ensure readers can obtain a quick quantitative overview of the area's skills landscape without reviewing their evidence base in its entirety. This annex will facilitate comparative analysis locally and nationally by presenting the same data in the consistent format across all SAP Local Skills Reports.

The SAPs programme team will provide SAPs with the data and graphs for [Annex A – Core indicators](#) but expect areas to add narrative, local intelligence or supporting analysis to each core indicator. The Core Indicators User Guide (that has been circulated to SAPs) includes a draft Annex A with prompts where SAPs are expected to add narrative and bring in local intelligence.

Additional data

We expect the structure and content of [Annex A- Core indicators](#) to be preserved so where SAPs wish to any additional data indicators, options to include this within the report are:

- i) Embedding the additional data in the supporting narrative for Annex A indicators:
This is more appropriate where SAPs want to add in one or two additional data findings that are relatively concise and will not detract from the structure and flow of the core indicators (for example, referring to a further breakdown of the data presented in the core indicator or an additional year's data).

OR

- ii) Include as supplementary data under the relevant theme heading in 'Annex B – Additional analysis and references':
This is more appropriate where SAPs wish to include a greater amount of additional data, or more detailed analysis of data, use additional visualisations, or explore data which is not closely aligned with any of the core indicators.

Where possible, SAPs are encouraged to provide a hyperlink to their evidence base, or key parts of it, at the start of [Annex B – Additional analysis and references](#) and/or, at a suitable point near the beginning of their report (e.g. in Chapter 3 on Skills strengths and needs, or as part of the introductory chapters).

Embedding data in the main body of the report

When using evidence in the body of the report, SAPs should consider that the document will be used for engagement purposes and so should not be overly 'data heavy'.

SAPs may wish to draw on data from [Annex A - Core indicators](#) throughout the report. Where this is the case, a reference to the location of the data within Annex A should be included. In a similar way, where SAPs wish to draw on any data they have included in [Annex B – Additional analysis and references](#) or from their evidence base (if a link has been included in Annex B) a reference should accompany it. Following this referencing method will ensure any data used within the body of the report is traceable for the reader.

Using sensitive information

We recognise that as part of reviewing progress, some sensitive information or data may be pivotal in contributing to reader understanding. However, SAPs are reminded to only include data they have permission to share publicly. Further government guidance on working with sensitive information is available online here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/709004/May-2018_Working-with-OFFICIAL.PDF.

Additionally, advice on statistical disclosure control is available here:

Statistical Disclosure Control Handbook:

<https://securedatagroup.files.wordpress.com/2019/10/sdc-handbook-v1.0.pdf>

Disclosure control for tables produced from administrative sources:

<https://gss.civilservice.gov.uk/policy-store/gssqsr-disclosure-control-guidance-for-tables-produced-from-administrative-sources/>

Disclosure control for tables produced from surveys:

<https://gss.civilservice.gov.uk/policy-store/gssqsr-disclosure-control-guidance-for-tables-produced-from-surveys/>

Content outline

The table below provides an overview of the Local Skills Report’s content with an accompanying description. Further information on each chapter can be found in the subsequent pages of this guidance.

| Chapter | Content | Description |
|---------------------------|---|---|
| 1 | Foreword | An executive summary by the SAP Chair providing their personal reflections on the SAP’s progress and summarising the main points of the report. |
| 2 | Skills Advisory Panels- Introduction | An overview of the governance and geography of the specific SAP area alongside information about the SAP programme more broadly. |
| 3 | Skills strengths and needs | A summary of the SAP’s skills landscape, key skills needs and any unique geographic or socioeconomic features. A summary with an accompanying hyperlink can be used if this information is already published elsewhere. |
| 4 | Skills strategy | An outline of how the SAP intends to prioritise its skills needs. A summary with an accompanying hyperlink can be used if this information is already published elsewhere. |
| 5 | Skills action plan | An overview of the skills actions the SAP intends to take in the local area to address its skills priorities. A summary with an accompanying hyperlink can be used if this information is already published elsewhere. |
| 6 | Assessment of progress | A critical look at progress made against the SAP’s skills strategy and action plan. Includes a reflection on the key achievements of the SAP and any challenges they have faced. |
| 7 | Case studies / positive impact stories | An opportunity for the SAP to share local success stories, case studies that show how skills mismatches are being addressed and highlight examples of businesses being attracted to the area because of its current skills base and/or strategy for the future. |
| 8 | Looking forward | Draws together the thinking from across Chapters 4, 5 and 6 and provides a clear message for local providers and employers on how they can support the local skills agenda. |
| Annex A | Core indicators | Provided by the SAPs Programme Team, a selection of skills-related indicators for SAPs to supplement with supporting local analysis and intelligence. |
| Annex B (optional) | Additional analysis and references | Any additional relevant data that supports the report and a full list of sources referred to in the main body of the report. |

Table 1: Outline of Local Skills Report chapters

Chapter guide

Chapter 1. Foreword

| | |
|---------------------------|-----------------|
| Approximate length | 1-2 pages |
| Content | Created by SAPs |

A foreword is advised to set the scene of the report and detail the work of each SAP more broadly. The foreword should be individual to each SAP and reflect their own ethos and style. We expect the foreword to cover the main points of the report and state what conclusions have been drawn. Ideally, the foreword will include some content that is broader than the Local Skills Report and offer an appropriate senior colleagues' personal perspective on the local area, the SAP's agenda, and skills improvement more widely.

The suggested author of the foreword is the Chair of SAP. However, where appropriate, and in line with each SAP governance structure, forewords may be written by another appropriate colleague. SAPs can include multiple forewords where desired.

SAPs are advised to ensure that the author(s) of the foreword indicate their approval of the report and its content by formally including their name (this can be a signature or printed name). Where the SAP Chair is not the author of the foreword, SAPs are advised to indicate the Chair's approval of the report by alternative means, for instance, through a short comment after the foreword, or standalone preface page (see [Production and publication](#) for more details).

Chapter 2. Skills Advisory Panels- Introduction

| | |
|---------------------------|--|
| Approximate length | 1-2 pages |
| Content | Suggested content provided by SAPs programme team, supplementary area specific information provided by SAPs. |

As the awareness of SAPs and their work is still growing, outlining the role and work of SAPs will be helpful for many readers.

SAPs programme team will provide an introductory statement about SAPs and the SAPs programme for this chapter. We strongly recommend areas include this statement, or a version of it, at the start of the report to ensure readers have a basic understanding of the work SAPs do.

SAPs are expected to supplement the information from the SAPs programme team for this chapter with specifics about their own SAP, including, but not limited to, who SAP panel members are, SAP meeting schedule and general coordination (i.e. where the SAP function is delivered by a local board with a different name this should be communicated here). We strongly recommend SAPs outline their specific geography in this chapter (e.g.

detail the LAs covered, include a highlighted map), so readers understand where later content (strategy, action plan) applies.

SAPs are encouraged to include contact information for any readers who may wish to find out more about the SAP’s work, the report’s contents or get engaged in the local skills agenda.

Chapter 3. Skills strengths and needs

| | |
|---------------------------|-----------------|
| Approximate length | 3-4 pages |
| Content | Created by SAPs |

SAPs are expected to set out their local skills landscape in this chapter, focusing both on:

- Key skills strengths - where there is a strong supply of certain skills
- Skills needs - where there is a current gap or anticipated growth in demand

The chapter should provide a high-level narrative that builds on areas’ evidence bases and the summary boxes in [Annex A - Core indicators](#) signposting to these for underlying data or analysis. Skills strengths and needs may be categorised in a variety of ways including by sector and/or occupation, but should include accompanying timeframes (e.g. short-term, long-term) to make clear the distinction between what is current and what is anticipated. Wherever possible, SAPs should indicate the scale of the strength or need.

Where relevant to explaining the skills landscape, SAPs should mention any significant geographic and socio-economic features of the area (e.g. coastal, areas of rural population), major funding initiatives impacting skills (e.g. Towns Fund, Opportunity Areas, Freeports, Institutes of Technology) or ongoing targeted growth of particular sectors.

SAPs are strongly encouraged to include a summary box of the areas’ key skills strengths and needs in this chapter as a quick reference tool for readers.

SAPs should be aware that there is synergy between this chapter and the SPB’s focus on *“Which areas of the economy face the most significant skills mismatches or present growing areas of skills need?”*

Chapter 4. Skills strategy

| | |
|---------------------------|---|
| Approximate length | 3-4 pages |
| Content | Created by SAPs. We encourage SAPs to include their skills strategy in full here where possible, but a summary with an accompanying hyperlink to an existing skills strategy publication is acceptable. |

Building on the skills landscape outlined in Chapter 3, SAPs should explain here what their strategy is for prioritising skills needs locally – linking it to broader economic and productivity plans, including those for targeted growth of specific sectors (see table below).

SAPs may wish to draw on the skills priorities they developed as part of their evidence base, specifically, ‘Stage 5: conclusions’ as outlined in the [Skills Advisory Panels: analytical toolkit](#). SAPs are encouraged to consider the join-up and relevance between their chosen local skills priorities and the national skills priorities set out by government, including through the SPB or any future refresh of the Industrial Strategy.

SAPs are expected to detail their skills priorities using the following categories and similar formatting to the below expanding as necessary:

| Skills priority category | Priorities and supporting rationale |
|--|-------------------------------------|
| Cross-cutting skills priorities (far-reaching, cross-sector) | |
| Covid-19 recovery and renewal skills priorities | |
| Sector priorities (or occupational priorities) | |

Chapter 5. Skills action plan

| | |
|---------------------------|--|
| Approximate length | 4-5 pages |
| Content | Created by SAPs. We encourage SAPs to include their action plan in full here if possible, but a summary with an accompanying hyperlink to an existing action plan is acceptable. |

Having outlined the area’s skills needs in Chapter 3 and how the area is prioritising skills work accordingly in Chapter 4, this chapter focuses on the planned actions to create change locally. The plan presented in this chapter should be clearly aligned with the skills priorities set-out in [Chapter 4 Skills strategy](#) and may be presented in a written or visual format.

When listing actions SAPs should describe:

- The specific activity required
- The group(s) the action will target

- The organisations or bodies (if any) the action will be delivered through
- The responsibilities of the SAP, LEP/MCA, in delivering the action
- The overall and interim timeframes for delivery

When thinking about what actions fall within the remit of the SAPs ‘action plan’, SAPs should consider if the action supports one, or any, of the priorities identified in [Chapter 4- Skills strategy](#), including the action if it does. SAPs are encouraged to make specific references to national government skills initiatives including apprenticeships and T levels (as covered in the [Skills Advisory Panels - guidance on the role and governance](#)) highlighting where their local plans aim to support these. SAPs may also wish to draw on previous work developed as part of their evidence base, in particular, ‘Stage 5 Conclusions’ as per the [Skills Advisory Panels: analytical toolkit](#).

We recognise that in addition to SAPs’ main action plan, areas may have plans in place to manage the impact of the Covid-19 pandemic. SAPs should include this work here, taking care to make it clear, where possible, if the work also supports the areas’ underlying skills priorities or is more recovery-specific in nature. SAPs are advised to balance the focus of the chapter to reflect Covid-19 recovery and renewal plans but still cover the area’s long-term skills plans.

Chapter 6. Assessment of progress

| | |
|---------------------------|------------------|
| Approximate length | 4-5 pages |
| Content | Created by SAPs. |

This chapter marks the move to the more reflective section of the Local Skills Report. The section should look back on the work the SAP has done and its progress delivering against its skills action plan (as outlined in the previous chapter). This section is in addition to, and builds on, SAPs’ regular dialogue with the SAPs programme team as part of ongoing monitoring.

SAPs should consider their progress against the following areas:

Taking a local leadership role

- In what ways has your SAP become a local leader for skills work?*
- To what extent is your SAP working together with local partners including skills providers and employers? How has this changed over the time the SAP has been running? How has this changed since the Covid-19 pandemic?*

Enhancing local knowledge

- a. *How far is your SAP in developing a clear understanding of current and future skills needs? How developed is your knowledge base? What still needs improving?*

Impact on local skills provision

- a. *To what extent is your SAP influencing skills providers so that their offer better meets the skills and labour market needs in the area? This could include any provision you directly commission and/or any devolved budgets, functions or responsibilities (e.g. devolved AEB in MCA areas).*

Covid-19 recovery and renewal plans

- a. *How has your SAP influenced priorities for Covid-19 recovery and renewal plans?*

We appreciate that SAPs are likely to already be involved in more extensive and detailed Covid-19 related planning and reporting some of which will be delivered through other bodies. SAPs are only expected to provide a high-level answer here signposting to other more comprehensive material as appropriate.

Skills action plan

- a. *What are the most significant elements of your skills action plan that you have been able to fulfil? Equally, which of those unfulfilled actions need addressing most?*

Throughout this Chapter, SAPs may wish to reflect on how national government policies and programmes help to deliver the skills priorities in their areas. As part of this, SAPs may include any local intelligence on how such policies and programmes work on the ground, including the opportunities and challenges they may create.

Chapter 7. Case studies/positive impact stories

| | |
|---------------------------|--|
| Approximate length | Flexible, tailored to each SAPs' needs |
| Content | Created by SAPs |

Chapter 7 builds on [Chapter 6 - Assessment of Progress](#), giving SAPs the opportunity to include more detail about skills-related successes in their area. SAPs are encouraged to do this by highlighting and championing examples of employers and providers helping to meet skills needs. We recognise that areas will be at different stages with documenting successes and therefore, we encourage SAPs to think about sharing success stories in the broadest sense. For example, stories could be shared due to their scale, their creativity or demonstration of particularly good collaborative working practices.

SAPs are encouraged to think about how the specific examples they have identified in this chapter will contribute to their longer-term skills strategy and how they might encourage other employers or providers to work in similar ways. In particular, SAPs should showcase here any employers (large and small) who have recently moved to the area, their rationale for doing so, how they are benefitting from the local skills strengths and/or how they are investing to help meet the area’s skills needs. This is with a view to encouraging prospective employers to do the same.

Case studies and or positive impact stories should be presented in a reader-friendly format. SAPs are encouraged to collaborate with local partners for this chapter and where appropriate, offer them the opportunity to contribute. For example, by providing supporting quotes, comments or through a short editorial piece. SAPs are encouraged to include some supporting content from their local employer representative groups, either who sit on the SAP or who operate in the area more broadly.

Chapter 8. Looking forward

| | |
|---------------------------|------------------|
| Approximate length | 2-3 pages |
| Content | Created by SAPs. |

In this chapter SAPs should draw together the thinking from across Chapters 4, 5 and 6 and provide a clear message for providers, employers and prospective employers on how they can support the local skills agenda.

SAPs should (as in [Chapter 4-Skills strategy](#)), reference here the join-up and relevance of their local skills priorities to the national skills priorities set out by government (including through the SPB or any future refresh of the Industrial Strategy).

SAPs may wish to consider using the same author for this chapter as the foreword and are encouraged to include SAP contact information for any readers who may wish to find out more about the SAP’s work or the report’s contents.

Annex. A- Core indicators

| | |
|---------------------------|---|
| Approximate length | 15 pages + |
| Content | Core indicator data provided by SAPs Programme team accompanied by supporting narrative provided by SAPs. |

The main body of Annex A (the data and accompanying graphs) will be provided by the SAPs Programme Team. To maximise the consistency of reports, SAPs are expected not to add additional data to Annex A – Core indicators. Instead, SAPs should add additional or more extensive data to [Annex B – Additional analysis and references](#) and may then

refer to it in the supporting narrative of Annex A. Any new data sources introduced should be included in the reference list in [Annex B – Additional analysis and references](#).

To ensure clarity for the reader, both Annex A – Core indicators and [Annex B – Additional analysis and references](#) should be structured around the following theme headings which align with the main stages of the [Skills Advisory Panels: analytical toolkit](#).

- Local Context
- Skills Supply
- Skills Demand
- Mapping Skills Supply and Demand

In Annex A - Core indicators, for each theme heading, we expect SAPs to provide some introductory summary points (see the Core Indicators User Guide for a worked example). These summary points can also be used to draw in relevant information from local intelligence or other data sources.

Additionally, alongside each indicator in Annex A – Core indicators, SAPs should provide supporting narrative to help readers understand the data in the context of the local area. The narrative provided may reference:

- Further comparisons or supplementary data from other areas (e.g. to neighbouring or similar SAPs, regional data)
- Further breakdowns of the data beyond those provided (e.g. looking at breakdowns by Local Authority, or using additional variables)
- Local intelligence (e.g. qualitative information from local stakeholders, supporting information from local business surveys)
- Other relevant analysis (e.g. from SAPs’ evidence bases)

Further details of the type of questions we expect SAPs to answer in their narrative can be found in the accompanying Core Indicators User Guide.

Annex. B- Additional analysis and references

| | |
|---------------------------|--|
| Approximate length | Determined by SAPs - please be mindful of the suggested length of the overall document length (30 pages) |
| Content | Created by SAPs where desired. Can be a series of relevant hyperlinks. |

SAPs may use this section to link to other data and analysis they have produced, such as data dashboards and deep dive reports on relevant topics.

To aid reader comprehension, any additional data included in this Annex should be categorised using the same theme headings as [Annex A – Core indicators](#) and accompanied by supporting interpretation and narrative.

Under the 'References' section, SAPs should include full details (including any URL addresses) for other documents referenced throughout the report. This may include other LA, LEP or MCA publications.

Glossary

Readers are advised to note the meaning of the following words and phrases used throughout this document:

AEB: Adult Education Budget.

Evidence base: The analytical output produced by SAPs providing insight into their local skills landscape. SAPs programme team supported areas to produce evidence bases using the [Skills Advisory Panels: analytical toolkit](#).

LEPs: Local Enterprise Partnerships.

MCAs: Mayoral Combined Authorities. For the purposes of this guidance, references to MCAs include the Greater London Authority (GLA).

Skills Advisory Panels (SAPs): SAPs are local partnerships that bring together skills providers and employers to help ensure local people are trained for jobs that are available. There are 36 SAPs across England. They are generally the main skills-related board in Mayoral Combined Authorities (MCAs) – where they exist – or Local Enterprise Partnerships (LEPs) otherwise. Where existing employment and skills boards functioned well, they absorbed the Skills Advisory Panel function (in addition to their other responsibilities). SAPs may, therefore, be fulfilled as a function of another skills related board or be a separate body.

Panels are comprised of local employers, providers and other key actors and are supported by local policy and analytical officers. The precise coordination of each panel and its work agenda varies locally.

SAPs help MCAs and LEPs understand current and future skills needs so that local skills provision better matches local employment opportunities and employers' needs. See [Skills Advisory Panels - guidance on the role and governance](#) for further information.

Skills Advisory Panel 'SAPs' programme team: The DfE team with responsibility for the policy and delivery of the SAPs programme.

Skills and Productivity Board (SPB): A new expert committee established by the DfE to provide the Government with independent advice and analysis on skills mismatches, and to help ensure that the skills system at a national level is aligned to employers' future needs. Further information on the SPB can be found online here:

<https://www.gov.uk/government/groups/skills-and-productivity-board>.



Department
for Education

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GLOUCESTERSHIRE COUNTY COUNCIL COVID-19 ECONOMIC RECOVERY PLAN

| | |
|--|---|
| Meeting | GLOUCESTERSHIRE ECONOMIC GROWTH JOINT COMMITTEE (GEGJC) |
| Report Author | Colin Chick Executive Director, Gloucestershire County Council Email: colin.chick@gloucestershire.gov.uk |
| Background documents | Gloucestershire County Council Road to Recovery |
| Location/Contact for inspection of background documents | At Appendix 1. |
| Main Consultees | This plan has been produced in consultation with the Gloucestershire County Council Transition Board with input from lead members, district councils and GFirst LEP. |
| Planned Dates | 30 th November – Strategic Communities and Infrastructure Members Board. |
| Purpose of report | To update the Committee in respect of the County Council's Covid-19 economic recovery planning. |
| Recommendations | The Committee considers the content of the paper and comments on progress so far. |
| Reason for recommendations | To endorse the next phase of the recovery planning which builds from a close understanding of the emerging evidence. |
| Resource Implications | The resource implications required are yet to be defined. A fully costed action plan will be developed in order to ensure that the actions identified can be delivered. |

| | |
|------------|---|
| 1.0 | Background |
| 1.1 | This paper supports the development of the Gloucestershire County Council Covid economic recovery plan which is included at Appendix 1. |
| 1.2 | <p>The recovery plan has been produced in line with the ambitious framework that already exists across the county – the Vision 2050, the draft Local Industrial Strategy and the locality-based economy plans. This remains the need to deliver a model of sustainable growth and a thriving economy for Gloucestershire.</p> <p>Since the last Gloucestershire Economic Growth Joint Committee meeting in September, a full draft recovery and action plan has been developed. This has been done in conjunction with officers across the county council and with a clear understanding of the roles and responsibilities of the county council and the action plans already developed by the district councils.</p> |
| 2.0 | Road to Recovery |
| 2.1 | <p>This report brings you the full draft document (at Appendix 1). This document sets out:</p> <ul style="list-style-type: none"> • Overall vision and context and how the plan fits with the current landscape • The drivers – setting out what Gloucestershire is facing? • Narrative around communities, residents and business base • The three drivers of recovery • A detailed action plan against the drivers of recovery • How impact will be measured |
| 2.2 | <p>Three themes have been developed through the evidence gathering and these have been used to frame an action plan against which the county council will deliver positive outcomes for residents, communities and businesses.</p> <p>The themes and their core priorities include:</p> <ul style="list-style-type: none"> • People, place and connectivity – resetting how our communities interact with business and education <ul style="list-style-type: none"> ○ Work with the VCS, schools, colleges and business to identify and provide equipment to level up the digital divide. ○ Understand how employers and employees will work in the short, medium and long-term and understand how communities will need to interact with their local environment and local facilities such as libraries and workspace. ○ Capitalise on the county’s ambitions for improved access to high quality broadband. ○ Work closely with partners in the public and private sector to shape places so they take account of working locally and ensure the benefits remain in our local places. • Skills and employment – encouraging resilience through skills and employment <ul style="list-style-type: none"> ○ Develop an inclusive employer model, led by the county council to promote good workplace practice and work to remove barriers to employment. |

| | |
|-----|---|
| | <ul style="list-style-type: none"> ○ Encourage greater collaboration between partners to fulfil skills needs. ○ Work closely with businesses and investors to drive growth in cyber, tech, manufacturing, engineering and construction sectors. ○ Drive the pipeline of county infrastructure projects to develop and execute needs analysis and fulfil gaps in the jobs market. <p>The priorities relating to skills and employment will need to be developed in close coordination with GFirst LEP and other partners. The actions identified will need to be implemented in line with the skills report presented at Item 5 of this Gloucestershire Economic Growth Joint Committee.</p> <ul style="list-style-type: none"> ● Infrastructure, economy and growth – accelerating infrastructure to promote sustainable development and growth <ul style="list-style-type: none"> ○ Identify spend in the local economy and develop a social value model that can deliver investment, jobs and opportunities for local businesses and residents. ○ Accelerate the delivery of infrastructure projects and bring forward investment for supply chains locally. ○ Continue to deliver investment in innovative sustainable transport schemes which promote access. ○ Reframe long-term growth through an infrastructure first approach to long-term sustainable growth. <p>The action plan which supports the recovery plan sets out the specific activity required to deliver against these themes and will be supported by a resource plan to ensure deliverability.</p> |
| 2.4 | <p>The Gloucestershire County Council Transition Group will continue to work to develop a fully costed action plan. As the full impacts of Covid are unknown and as the government has recently extended the economic support package, the scale of the support required is not yet clear.</p> <p>Finally, this document will be presented to the County Council’s Strategic Communities and Infrastructure Members Board at the end of November.</p> |

Appendix 1

Gloucestershire County Council's

Road to Economic Recovery

Contents

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Overall Vision and Context

The past 9-months has created a shock that will test the economic resilience of our county for years to come. The repercussions of Covid-19 are still being felt by businesses and communities on a global scale and the full extent of the damage will be unknown for some time.

During this time, the government has stepped in with a suite of schemes to slow down the rate of job loss and business closure. The schemes are constantly being refreshed to deal with the challenges faced by the resident and business population while economic policy is shifting towards in-work support. This is based on jobs which employers are also prepared to fund and investing more in education and training to help others back into work. There are significant short-term consequences from this including unemployment and business closure.

However, there will be new prospects generated for residents and businesses and the actions set out in this plan will help to capitalise on them. The county council has identified a core set of drivers of recovery around which these opportunities can be delivered. By working closely with local stakeholders as well as sub-regional partners and central government, these drivers have the potential to deliver for the local economy – aligning skills provision to employer and employee needs, understanding local supply chains, investing in local assets and ultimately growing out of the recession.

Our ambition at Gloucestershire County Council is to deliver a model of sustainable growth and a thriving economy for Gloucestershire. In doing so, we will affirm our long-term vision for the county (or refresh in the light of Covid) and reinforce a longer-term sense of direction. This strategy [Looking to the Future](#) sets out a clear vision: “To make the most of all that Gloucestershire has to offer, help improve the quality of life for every community, support businesses to be successful and make sure the

county is a place where people want to live, work and visit”. The ambitions are mirrored through the recovery plan in relation to our support for communities and localities, and transport, economy and infrastructure.

In doing so, closely monitoring the challenges and opportunities faced by our local business base and supporting residents into economically viable future careers will be needed. This will not come without cost and the need to reprioritise certain council spending in order to provide longer-term sustainability for the future.

The purpose of this recovery plan is to set out the particular challenges faced by our county and identify the ways in which strong leadership and investment locally is going to make a difference – to our residents, businesses and communities across Gloucestershire. Central to this is joining up housing, transport, skills and employment to deliver a well-connected and low carbon county.

The county council brings four essential components to the recovery – a county-wide focus on action required, effective delivery of core services such as infrastructure and education and skills, clout to lobby for freedoms and flexibilities, and a convening role which brings partners and services together to make the most of recovery planning.

The rest of this document sets out:

- The challenges and opportunities faced by residents, communities and employers;
- The response and role played by the county council;
- The drivers of recovery; and
- The actions needed to support recovery.

The Drivers – what is Gloucestershire facing?

Overall

Although hard economic data will be unavailable until mid to late-2021, there is no doubt that the recent Covid-19 pandemic will have a serious impact on Gloucestershire’s economy. High levels of unemployment and a contracting jobs market will be two of the key factors that will affect the residents of the county as well as a greater “deterioration in business investments over the past six months than in other countries”¹. This will limit future productivity and growth and suppress wages at a time when Brexit transition is stemming investment plans. The baseline forecast prepared in the summer² predicts that GVA will contract by 8.4% but consideration must be given for the advent of future “lockdowns” and restrictions on movement.

Covid-19 has accelerated trends that had been emerging in society at a much slower pace. A quick transition to home or flexible working, the intensification of digital channels coupled with a decline in the traditional use of high streets and closure of public venues, and a movement towards encouraging more low carbon emissions. As a consequence of any economic shock, there are those individuals and businesses who will thrive and innovate and there are those who will move further from the job market or be unable to sustain their business.

Appreciating that the priorities for the economy will shift as government schemes come to an end and new policy tries to address the next set of challenges, local business intelligence will be vital to future planning and

¹ FT Report Falling business investment scars UK’s long-term growth potential <https://on.ft.com/349GLLu>

² Oxford Economics, Coronavirus: Economic Impact Scenarios for Gloucestershire, A Report for South West Councils, July 2020, Page 20

formal data must be monitored to ensure the recovery planning can account for changes.

| Category of data | Gloucestershire data |
|---------------------------------------|---|
| Total Population | 637,070 ³ |
| Total Working Age Population | 384,540 ⁴ |
| Furloughs | 93,400 (or around 32% of residents in employment based on all claims as at end July 2020) ⁵⁶ |
| Claimant Count | 19,460 (from 2.0% in March 2020 to 5.1% in August 2020) ^{7 8} |
| Self-employment Income Support Scheme | 25,400 (based on all claims at end of July) ⁹ |

³ Mid 2019 Population Estimates, ONS

⁴ Ibid

⁵ Coronavirus Job Retention Scheme, HMRC

⁶ Cumulative figure and does not capture when people are no longer furloughed

⁷ Claimant Count, ONS

⁸ Enhancements to Universal Credit as part of the UK governments response to COVID mean that an increasing number of people become eligible for unemployment related benefit support although still in work. Consequently, changes in the Claimant Count will not wholly be because of changes in the number of people who are not in work.

⁹ Self Employment Income Support Scheme, HMRC

Our communities and residents

In considering the resident population of Gloucestershire, there are a number of factors which must be taken into consideration. The sectors which are expected to have the highest job losses such as accommodation and food services and arts, entertainment and recreation generally have a higher proportion of young people employed in those sectors. However, Gloucestershire has a higher proportion of older workers between 50-64-year olds, who are more likely to be employed in the public sector and in business services, where employment levels are expected to be more resilient. This needs to be factored into considerations for the provision of support offered in the future to avoid a “lost generation” of young people without opportunity and career prospects.

Evidence tells us that people with lower skills and those with complex needs also suffer disproportionately in recessions and this will arguably be compounded by a predicted decline in employment in retail, hospitality and leisure. Education institutions and providers will have a role to play in engaging with businesses to understand emerging needs and exploring labour market intelligence around employment growth to ensure provision is fit for purpose. This will need to consider the approach to inclusive employment to support local residents with disabilities. The ability to track these emerging inequalities and identify where the gap is widening will be central to the role of the county council.

Case study: Adult Community Learning

“Furlough Fighting” courses have commenced through Adult Community Learning to help residents develop the tools needed for job searching. This includes CV updating, interview technique refreshing and supporting people to understand how their skills may be transferable. This free course will help to build confidence and ensure residents are work ready for future opportunities.

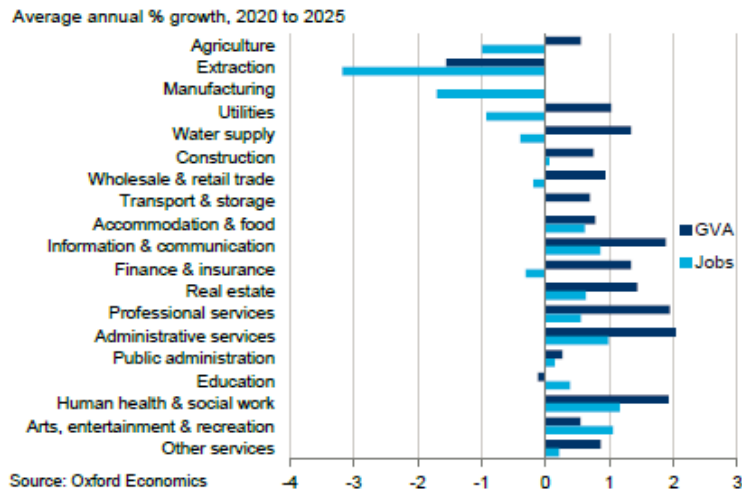
| Category of data | Gloucestershire data |
|---------------------|---|
| Business population | 29,885 ¹⁰ |
| Job postings | 17,209 (compared to 24,646 in August last year) ¹¹ |

Gloucestershire GVA and jobs growth, baseline forecast, 2020-25¹²

¹⁰ UK Business Counts, March 2020

¹¹ EMSI, August 2020

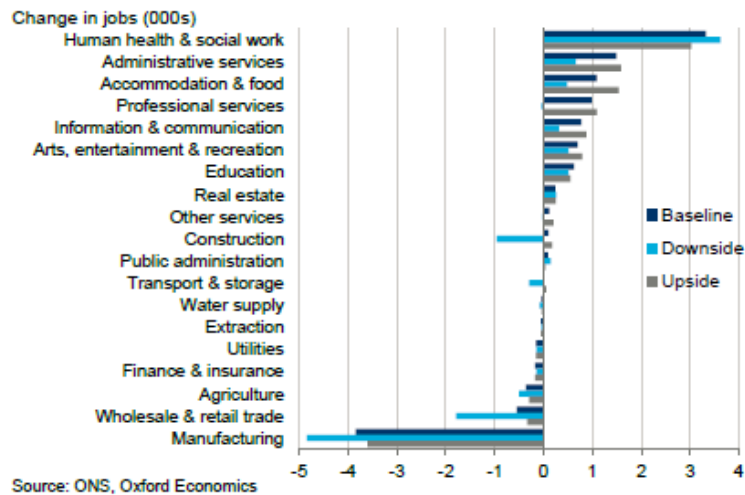
¹² Oxford Economics, July 2020



and capitalising on strengths in its economy such as:

- Growth in agri-tech through collaboration and new product and service development.
- Growth in cyber tech and digital through promotion and technological advancements, in addition to close working between authorities, the growth hub and the CyNam Hub8 Centre.
- Strength in advanced manufacturing sector linked to the aviation industry.
- High levels of tourism and high volume of employment in the visitor economy.
- A focus on the low carbon economy and ways to reducing carbon emissions through growth and development.

Gloucestershire jobs, alternative scenarios, 2020-25¹³



Our business base Pre-Covid, Gloucestershire has been developing

The pandemic saw high levels of furloughed residents in accommodation and food services sector, manufacturing as well as retail and construction at a national level and when considering the industry base of the county are likely to account for the near 90,000 furloughed residents. It is worth highlighting that some sectors such as construction have brought many furloughed employees back into employment but others such as hospitality continue to struggle in the short-term. As important sectors for the county in providing jobs and with manufacturing returning comparatively higher levels of GVA, there must be support for innovation and increased investment to ensure the supply of new or replacement jobs can be accessed locally.

¹³ Oxford Economics, July 2020

There have however been some positive examples of local Gloucestershire-based businesses successfully addressing some of the challenges of the pandemic and others changing their product or service lines to address new business opportunities.

Case study: Business resilience

Platform 14 based in Stroud recently won a £120m contract with the NHS to supply them with face shields. This contract represents half of the orders made with the NHS during the pandemic.

To capitalise on this, the county council has a role to play in business engagement and opportunity identification. This will enable businesses to capitalise on value and volume sector opportunities while promoting key industries such as cyber, advanced manufacturing, tourism, hospitality and retail and grow the new economy through a low carbon approach.

CASE STUDY: Tourism Sector Funding

In conjunction with the GFirst LEP and the tourism business across the county, Gloucestershire County Council is supporting the development of a collaborative model to promote Gloucestershire as a destination for leisure purposes. By working across this key sector for the county, we hope to bring resilience and security to the sector and develop a low carbon offer.

The response – road to recovery

In considering the challenges and opportunities that have been identified so far, the county council has to play a clear leadership and convening role in delivering not only business as usual but also a step change in activity to better encourage the recovery of the county.

The business as usual role will mean that the county council will concentrate on:

- Performing the core role efficiently and effectively and identifying the resources required to deliver at scale and pace.
- Building on the existing framework of plans and strategies, taking care not to duplicate and identifying ways to secure additional funding for the county as a whole.

In addition to those key areas, there is also a need to contribute more at a local, sub-regional, regional and national level, supporting the growth of the economy and place.

The first way is to accelerate or bring forward plans that will deliver growth and impact across the county. These plans must work to remove barriers to inclusive growth, support the wider green agenda and promote activity within volume and value sectors.

The second is ensuring a strong voice across the economic landscape, fostering relationships with employers to gather the best possible intelligence across all sectors and lobbying government to secure funding and flexibilities for Covid-19 recovery measures such as apprenticeship delivery. In order to do this successfully, working collaboratively and cohesively with existing and new partners across districts, GFirst LEP, the rest of the public sector, building on existing relationships to identify opportunities while delivering growth and resilience.

Work through the Western Gateway to influence regional priorities and ensure Gloucestershire is at the forefront of plans and decisions will also be essential. This partnership builds Gloucestershire as a desirable place, where people want to live because of the quality of area and the opportunities provided. Investment in key corridors will bring forward quality employment within the county, but also the opportunities provided by neighbouring areas including:

- The Western Growth Corridor linking the economies of Birmingham and Bristol.
- The Western Innovation Corridor linking the economies of London, Reading, West of England and South Wales.
- The Oxford to Cambridge Innovation Arc linking the economies of Swindon, Oxford and the Thames Valley.

The drivers of recovery

The pandemic has caused many to re-assess their priorities. The county council as a key decision maker in conjunction with public health are focusing attention even more so on community, connectivity and wellbeing to deliver a healthy and sustainable environment.

The priorities that have emerged and will continue to emerge as the county council monitors the needs of our residents falls under three drivers of recovery. These are:

- **People, place and connectivity** – resetting how our communities interact with business and education
- **Skills and employment** – encouraging resilience through skills and employment
- **Infrastructure, economy and growth** – accelerating infrastructure to promote sustainable development and growth

These drivers of recovery are intended to complement the plans and actions taken at a locality level, across the districts of Gloucestershire and GFirst Local Enterprise Partnership. A family of strategies has been emerging over the last couple of months addressing the challenges and opportunities faced at a local level in Cheltenham, Cotswold, Forest of Dean, Gloucester City, Stroud and Tewkesbury. The county council will work closely with partners in each of these places to collaborate on key issues which are currently being identified.

People, place and connectivity

It is widely reported that particular resident groups such as young people, older workers and people from disadvantaged communities are facing disproportionate challenges as a result of Covid and will continue to do so as the economy contracts. This plan has identified the need to continually monitor the disparities faced among known deprived areas but also to identify any new and emerging issues.

One issue that has risen to the surface during this pandemic and especially during periods of lockdown is digital connectivity and access. This is an important driver from two perspectives. The first is that not all residents have access to equipment to support remote learning, job searches or research into opportunities. This relates to the parts of the community such as young people who are at risk of being marginalised and working with the Gloucestershire Social Mobility Task Group, we will explore how to close this gap.

Secondly, for those residents continuing in employment, the current trend of home working or distributed working looks set to continue into the near future. This reinforces the need to connect residents to their local environment as well as ensure that broadband capability and capacity is delivered. It also puts our library network central stage in its

provision of support to individuals, business and through our innovation labs.

Action is therefore required to:

- Work with the VCS, schools, colleges and business to identify and provide equipment to level up the digital divide.
- Understand how employers and employees will work in the short, medium and long-term and understand how communities will need to interact with their local environment and local facilities such as libraries and workspace.
- Capitalise on the county's ambitions for improved access to high quality broadband.
- Work closely with partners in the public and private sector to shape places so they take account of working locally and ensure the benefits remain in our local places.

CASE STUDY: Library Innovation Lab at Coleford

Our Library Innovation Lab at Coleford has been supporting schools to explore new technology, helped businesses to discover practical applications and encouraged our community to make and experiment. This friendly creative makerspace and community has a mission to inspire, engage and up-skill people of all ages to have fun while building confidence in using virtual reality, 3D modelling, printing, design & coding. Adapting quickly to the ever changing Covid-19 situation, we are now building an online model to extend our reach further than we could have imagined.

Skills and employment

Our ambition is for residents to develop the skills and qualifications required to fully perform in the economy. This ambition also extends to ensuring that businesses can create employment opportunities through confidence to grow. This will deliver sustainability for businesses while investing in relevant skills development to enable access to new jobs and career progression.

To address inequalities gaps, we wish to support an inclusive employer model to increase awareness of the benefits of a diverse workforce and promote good practice in employing those who face barriers to work. We will do this through campaigns to encourage more apprenticeship delivery, work experience and by connecting people to opportunities.

Greater collaboration between education, industry and the public sector will also help to identify the skills barriers to growth and deliver a bounce back in the economy. We want to encourage investment in cyber and tech skills, the green economy as well as supporting manufacturing, engineering and construction sectors to pivot their operations towards emerging growth opportunities.

The opportunity brought to the table by the county council relates to the pipeline of development projects which require close collaboration across highways, planning and transport. Understanding the skills and employment profiles of multiple infrastructure projects and working closely with identified partners to deliver the skills and qualifications needed will create jobs for local residents.

If this ambition is not achieved, there is a very real risk that households will be further impacted by reduced incomes and a greater inequality gap will arise. This in turn could have a detrimental effect on the health and wellbeing of our residents.

Action is therefore required to:

- Develop an inclusive employer model, led by the county council to promote good workplace practice and work to remove barriers to employment.
- Encourage greater collaboration between partners to fulfil skills needs.
- Work closely with businesses and investors to drive growth in cyber, tech, manufacturing, engineering and construction sectors.
- Drive the pipeline of county infrastructure projects to develop and execute needs analysis and fulfil gaps in the jobs market.

Case study: Kickstart job creation scheme

Making the most of the government's Kickstart programme GCC has worked across the voluntary, public and private sectors to create nearly 400 placements since the Covid pandemic. The scheme is targeted at 16-24 year olds on Universal Credits who are at risk of long-term unemployment, and who represent a key demographic at significant risk in the county.

Case Study: Delivering local apprenticeships

Gloucestershire County Council's Highways Skills Academy has been set up to provide apprenticeships both with the council and its partners who together design, build and maintain our highways network in Gloucestershire. This partnership between Ringway, Tarmac, Atkins, Skanska and the county council has already delivered over 20 apprenticeships for local people at a variety of different levels, including now developing traineeships to work alongside apprenticeships. These opportunities give a breadth of experience

across the public and private sectors throughout the duration of the programme.

Infrastructure, economy and growth

The county council is responsible for significant spend in the local economy through projects relating to infrastructure, the built environment and through investment required to deliver core services.

New thinking has started in order to take advantage of the additional benefits of investment and ensure that much needed capital projects are delivered. While this remains a core county council role, there is significant potential benefit to accelerating activity to deliver growth locally and retain the social value locally. The Strategic Procurement Team is reviewing this as part of the overall Covid recovery plan.

In relation to the economy, the protection of our natural resources and ensuring sustainable transport is at the heart of this recovery plan. Innovative sustainable transport schemes such as improved walking and cycling access and services within our town centres will enable our localities to deliver sustainability and net zero best practice.

With regards to growth across the county, the council has ambitions to reframe long-term growth for the county. The county council favours an infrastructure first approach to long-term sustainable growth and will actively seek the support of the Local Planning Authorities to consider this when reviewing their Local Plans. Developing a Gloucestershire Spatial Strategy to guide long-term planning policy decisions and enable the infrastructure first approach to informing locations for growth will be key to accelerating new homes, business accommodation and community space. In developing this approach, it will provide the next 30 years of

economic growth while considering the changing needs of communities, their movement and requirements of businesses.

Action is therefore required to:

- Identify spend in the local economy and develop a social value model that can deliver investment, jobs and opportunities for local businesses and residents.
- Accelerate the delivery of infrastructure projects and bring forward investment for supply chains locally.
- Continue to deliver investment in innovative sustainable transport schemes which promote access.
- Reframe long-term growth through an infrastructure first approach to long-term sustainable growth.

Case Study: Adding local value to contracts

GCC Highways Term Maintenance Contract 2019-2030 was set against the council's corporate vision and values of "Living within our means", "Doing the right things", and "Helping communities to help themselves" and is adding strong value locally. The appointed contractor Ringway Infrastructure Services have agreed to:

- Compliance with Fair Pay Charter
- Agreed measures for spend with subcontractors and suppliers with a 10-mile radius of the county boundary
- Working with local organisations to employ a diverse workforce
- Approaching local schools and colleges to offer support through our Schools Partnership Programme
- Provision of Basic Skills for life for new recruits - such as literacy, numeracy and IT
- Working with Business in the Community and Going the Extra

Mile (GEM) who will provide support by matching Academy businesses with the needs of local excluded groups in the County

The GCC Highways Professional Services Contract was developed along similar lines. The appointed consultant Atkins, have agreed to:

- Compliance with Fair Pay Charter
- Provide a supply chain aligned to GCC's core values and purpose
- Working with the National Star College to develop supported internships for people with disabilities
- Working with local schools to develop a work placement programme

Next steps

In order to deliver outcomes against these three themes, and ensure sustainability across the county, a plan setting out the action required to support the ambitions of the county council has been produced. This plan will need to indicate the level of resource required to succeed. This plan has been developed with three timescales in mind:

- Short-term – this is considered to be the time from the publication of the plan to the end of March 2021.
- Medium-term – this is from the end of March 2021 to mid-way through 2022.
- Long-term – this is from mid-2022 and beyond.

However, the scale of resource required has yet to be set out. This is partly due to the fact that the full impacts of Covid are unknown and as the government has recently extended the economic support package, the full extent of business closure and job loss is yet to unfold.

Measuring impact

In order to ensure that the county council is measuring progress against economic outcomes, a number of sources of data have been identified. These have been broken down into three categories including:

- Labour market
- Business
- Economic output

This dashboard will be established and monitored regularly in order to track progress, using sources such as Office of National Statistics, Department for Work and Pensions and Annual Population Survey. The timeframe for publication for these statistics varies greatly as some will take over a year to publication. Local business intelligence will be essential to understanding the challenges faced.

Action Plan

People, Place and Connectivity

| Area | Short term actions | Medium Term actions | Long-term actions | Impact on Themes |
|-------------------------------------|---|--|--|---|
| Tackling deprivation and inequality | <ul style="list-style-type: none"> • Closer working with the VCS sector to enable the provision of targeted support, particularly by working with those organisations which can make a difference across key communities and geographies • Continue to review data to identify communities which haven't historically been deprived, but may be in the future, such as young people in Cotswold for example • Build on good practice already developed in Gloucestershire, such as diversity in senior role and reverse mentoring for BAME workforce in the NHS trust • Develop an engagement strategy through community ambassador relationships (also links to skills and employment section) to understand the particular challenges faced | <ul style="list-style-type: none"> • Develop a programme of targeted support for the VCS sector to build long-term resilience • Support the existing Social Mobility Task Group to identify further actions to narrow the gap in GCSE attainment among children from low income families and BAME backgrounds • Link communities which have gone through similar challenges, rather than isolating them to build resilience | <ul style="list-style-type: none"> • Design, develop and seek significant funding required for programmes to reduce inequalities within communities facing intergenerational worklessness • Tackle longer term issues for recovery in areas such as Mental Health, particularly in most deprived areas | <ul style="list-style-type: none"> • Support needs for particular communities such as 16-24-year olds which have been identified as a priority group through this work • Close the digital divide to ensure access to education, employment etc can be levelled • Places and communities facing greater levels of deprivation need to be addressed in a more focused manner – for example, there has been a doubling of unemployment in specific wards and BAME groups have been hit harder by Covid |

| Area | Short term actions | Medium Term actions | Long-term actions | Impact on Themes |
|--|---|--|---|---|
| Social Value | <ul style="list-style-type: none"> • Create and deliver a county-wide campaign across public sector to encourage the theme of “buy local” and the recently launched “Add a bit of Glos to your Christmas campaign” • Explore best practice in social value to identify and ensure that GCC is leveraging spend and addressing target areas identified through the work that GCC strategic procurement team is doing to develop a social value framework and toolkit | <ul style="list-style-type: none"> • Strengthen internal policy mechanisms to encourage more local opportunities through GCC supply chains (in conjunction with GFirst LEP/FSB) • | <ul style="list-style-type: none"> • Build a model of estate sharing with localities and business • Contractors proposals include increasing social value – make sure part of procurement strategy includes this more widely – buy local or buy from companies who employ local people or buy local • Develop a consistency of including social value in procurement, like highways, across the organisation | <ul style="list-style-type: none"> • Support needs for particular communities such as 16-24-year olds which have been identified as a priority group through this work • Review the public estate to identify locations for delivery of support to residents and businesses |
| Digital | <ul style="list-style-type: none"> • Continue to encourage the private sector to invest in their own commercial plans – working with BT, Gigaclear, Airband, Glide, Voneus and more recently Zoom | <ul style="list-style-type: none"> • Build standard IT policy to supply recycled equipment to organisations through links with CVS into communities and promote among business audience • Explore potential of planning flexibilities to encourage home working arrangements | <ul style="list-style-type: none"> • Progress the development of a Shared Rural Network, which will provide enhanced investment into 4G provision and reduce digital isolation | <ul style="list-style-type: none"> • Close the digital divide to ensure access to education, employment etc can be levelled • Support needs for particular communities such as 16-24-year olds which have been identified as a priority group through this work |
| Delivery within the community using local assets | <ul style="list-style-type: none"> • Create a Covid consultation platform to engage with residents and businesses to understand requirements | <ul style="list-style-type: none"> • Develop a business sharing network in ‘out of town’ locations • | <ul style="list-style-type: none"> • Review the public estate to identify locations for delivery of support to residents and businesses | <ul style="list-style-type: none"> • Bringing support to where communities and businesses are operating |

Skills and Employment

The actions outlined in this priority theme will be developed and delivered in conjunction with the Gloucestershire Local Skills Response with partners across the county.

| Area | Short term actions | Medium Term actions | Long-term actions | Impact on Themes |
|---|--|---|--|--|
| Skills provision and access for vulnerable groups | <ul style="list-style-type: none"> • Work with schools, colleges, universities and GFirst LEP to develop new measures to support schools and students for virtual work experience etc. • Continue to develop adult learning programmes for family learning for workless households targeting youth unemployment, • Facilitate a reorientation of the FE offer to short-term business need through a county wide sharing of business intelligence • Work with businesses to ensure that regular training is provided for employees by employers, to keep their skills developed • Continue to source investment for ongoing projects such as GEM and new projects such as Training Hub model for digital engineers | <ul style="list-style-type: none"> • Develop a county-wide skills needs analysis for transport and the built environment (for example requirement for construction skills across all public investment) working with local colleges and national providers where relevant • Identify and manage skills shortages, and work to build availability of career progression options • Map skills needs for the future to make sure that the right number and types of skills are produced and work with training providers to ensure this skills need is met • Campaign on apprenticeships and apprenticeship levy flexibilities to encourage workforce supply for sectors such as engineering • Work with the Western Gateway with a focus on Gloucestershire apprenticeships and HE, building on this and | <ul style="list-style-type: none"> • Link large (particularly public sector) businesses with schools, colleges and CVS through the Gloucestershire Careers Hub and schools to encourage better understanding of the emerging range of roles available and skills needed to gain employment. This could include areas such as the NHS, where a number of non-clinical roles such as logistics, catering, accounting etc. exist | <ul style="list-style-type: none"> • Enable reskilling and retraining for those in employment • Deliver skills and training suited to the local economy • Requirements to support job creation and access to those jobs • Ensure emerging growth sectors have the necessary workforce • Support for short-term demand requirements for education and business |

| Area | Short term actions | Medium Term actions | Long-term actions | Impact on Themes |
|----------------------|--|--|--|---|
| | | exploring emerging sectors for future planning | | |
| Social Value | <ul style="list-style-type: none"> • Develop policies to encourage all inward investment to guarantee interviews for local residents, deliver employer days etc. • Advertise council and business innovative approaches around the apprenticeship levy to a wider audience | <ul style="list-style-type: none"> • Develop policies to include council priorities in contracts to support growing future sectors – such as electric vehicle requirements • Explore opportunities in new developments with districts to deliver employment and skills plans, encouraging spend in local education, or delivering training opportunities directly | <ul style="list-style-type: none"> • Explore the concept of council investment in community-based businesses to help to create jobs • Coordination of skills funding to make sure investment is being used on county-wide priorities | <ul style="list-style-type: none"> • Deliver skills and training suited to the local economy • Requirements to support job creation and access to those jobs • Ensure emerging growth sectors have the necessary workforce • Requirements to support job creation and access to those jobs |
| Job creation support | <ul style="list-style-type: none"> • Submit a Kickstart bid to DWP for gateway employers in Gloucestershire and support 150-200 job creation opportunities • Negotiate more support from DWP for 18-24-year olds employment pilot in the Forest of Dean – link with innovation lab | <ul style="list-style-type: none"> • Prepare and submit a bid for kickstart apprenticeship funding • Develop data reporting system to identify where jobs are likely to be generated through growth sectors and local spend • Support an Inclusive Employer model to increase awareness of the benefits of a diverse workforce and promote good practice in employing those who face barriers to work | <ul style="list-style-type: none"> • Identify funding source for GEM 2.0 (Going the Extra Mile) to ensure GCC can support vulnerable residents and those furthest from the labour market | <ul style="list-style-type: none"> • Enable reskilling and retraining for those in employment • Deliver skills and training suited to the local economy • Ensure emerging growth sectors have the necessary workforce • Requirements to support job creation and access to those jobs • Ongoing projects such as GEM and new projects such as Training Hub model for digital engineers |

Infrastructure, economy and growth

| Area | Short term actions | Medium Term actions | Long-term actions | Impact on Themes |
|--|---|--|---|--|
| Support to high streets | <ul style="list-style-type: none"> Continue to work with districts to support schemes to ensure high streets are adequately “socially distanced” and bring people back to the high street in a safe way post lockdown Share best practice across high streets to reduce vacancy rates and empty shops | <ul style="list-style-type: none"> Develop a better understanding of the multiplier effect for investment made across Gloucestershire | | <ul style="list-style-type: none"> Projects which can be brought forward to generate wealth in the local economy Consider the freedoms and flexibilities required across high streets to deliver innovation Establish an economic recovery indicator for growth |
| Encourage use of sustainable transport | <ul style="list-style-type: none"> Support the objectives of the Gloucestershire Community Rail Partnership, to encourage more train usage Support maintaining, and in some cases expanding, affordable and accessible bus routes | <ul style="list-style-type: none"> Determine rail service levels to develop a strategy to protect routes post-Covid Develop funding proposals for further active travel opportunities with measures to ensure this takes place | <ul style="list-style-type: none"> Explore commuting and transport routes, and lobby government to protect key routes including subsidising routes which may not otherwise be viable | <ul style="list-style-type: none"> Support development of sustainable transport proposals e.g. e-bikes, e-scooters etc. Develop accessible walking and cycling network via quiet way routes in main settlements |
| Supporting the planning process | | <ul style="list-style-type: none"> Build in social value considerations through plan making and policy setting | | <ul style="list-style-type: none"> Projects which can be brought forward to generate wealth in the local economy |
| Community hubs | <ul style="list-style-type: none"> Develop community hubs including library, employment advisors, employers etc. and link to local employers, colleges etc. | | <ul style="list-style-type: none"> Develop a model for community hubs, learning from others and delivering long-term sustainability for CVS to empower local communities | <ul style="list-style-type: none"> Projects which can be brought forward to generate wealth in the local economy Bringing partnerships to deliver culture or libraries or other areas to high |

| | | | | |
|----------------------------|--|--|--|---|
| | | | | street |
| Innovation Lab development | <ul style="list-style-type: none"> • Develop Innovation Lab concept through libraries to encourage innovation across emerging growth sectors and across districts • Develop the library offer to include IP advice provision, to help provide opportunities or advice for businesses developing new products and start ups | | | <ul style="list-style-type: none"> • Projects which can be brought forward to generate wealth in the local economy |

Action Plan for Employment and Skills in Gloucestershire

| Information and Signposting | | | | | | | | |
|-----------------------------|--------------------------------------|-----------------------------------|--|--|---|--|-------|--|
| Ref | Source | Workstream | Objective | Actions | Who | When | RAG | Progress |
| 1.1 | Skills Economic Recovery Plan (SERP) | Information and signposting - LMI | Labour Market Information - Up-to-date managed LMI that uses best national and local resources L, Cov (L= long-term requirement, Cov = response to Covid pandemic) | <p>1.1.1 Review monthly report prepared by LEP for stakeholders and identify any immediate changes/additions required for use with wider audience.</p> <p>1.1.2 Publish this report via Careers Hub website and Skills Portal. Start with publishing the November 2020 monthly report and then adjust based on feedback from the working group.</p> <p>1.1.3 Review commercial LMI products and procure suitable tool for use on Skills Portal and Careers Hub website</p> | <p>LEP (JB, DW, PW)</p> <p>LEP (DW, PW)</p> <p>LEP (DW, PW, PC, RJ + LMI working group)</p> | <p>Dec 2020</p> <p>Dec 2020 then ongoing – monthly</p> <p>Jan 2021</p> | Green | <p>Monthly reports covering UC claimant count, furlough and job postings analysis being prepared and published each month via skills portal and careers hub website. Copies shared with school and college careers leads and with stakeholders.</p> <p>EMSI career coach licence purchased using careers hub.</p> <p>LMI working group being set up by DW to clarify LMI</p> |

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| | | | | <p>1.1.4 Investigate how to prepare LMI reports that show skills used in other sectors as presented in EMSI 'Analysis of Digital Pathways' digital and cyber IoT presentation</p> <p>1.1.4 Review paid-for LMI tools/reports already used by schools and colleges to investigate whether these are worth using more widely and whether a 'hub-wide' deal can be struck with providers.</p> | <p>LEP + Careers Hub (DW, PW, PC, RJ + LMI working group)</p> <p>LEP+ Careers Hub (DW, PC, RJ + LMI working group)</p> | | | needs of school and college careers leads. |
| 1.2 | Skills Economic Recovery Plan (SERP) | Information and signposting – Skills portal | <p>Skills portal - A central point of contact for businesses and individuals seeking skills</p> <p>L, Cov</p> | <p>1.2.1 Commission and populate website</p> <p>1.2.2 Check content with service and skills providers to ensure content is up-to-date, accurate and</p> | <p>LEP and GCC</p> <p>LEP (PW and PC)</p> | <p>Oct 2020</p> <p>Nov 2020 then ongoing</p> | Green | <p>Funding secured from GCC. Checks made with providers to ensure links are accurate and up-to-date. Additional links</p> |

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| | | | | <p>described appropriately</p> <p>1.2.3 Promote portal to potential users and intermediaries (e.g. District Councils, community groups)</p> <p>1.2.4 Review content and update with further support resources</p> <p>1.2.5 Review usage of portal and adjust content and messaging accordingly</p> | <p>LEP (JG, PW and PC)</p> <p>LEP (PW and PC)</p> <p>LEP (PW and PC)</p> | <p>Nov 2020 then ongoing</p> <p>Nov 2020 then ongoing</p> <p>Nov 2020 then ongoing</p> | | <p>and support from community groups, etc. requested of District ED/skills leads. Usage being reviewed monthly.</p> |
| 1.3 | Skills Economic Recovery Plan (SERP) | Information and signposting - Careers Information, Advice and Guidance | <p>Accessible and effective CIAG for adults and young people</p> <p>L, Cov</p> | <p>1.3.1 Investigate capacity and effectiveness of existing CIAG support for adults via Adviza (NCS), DWP and training providers</p> <p>1.3.2 Investigate capacity and effectiveness of existing CIAG support</p> | <p>LEP (PW and PC) GCC (VW)</p> <p>LEP (DW and RJ), GCC (SP)</p> | <p>Feb 2021 onwards</p> <p>Jan 2021</p> | Amber | |

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| | | | | <p>for young people via Careers Hub students and careers leads surveys</p> <p>1.3.3 Seek additional resources and further develop CIAG support for adults as required through Adviza, National Careers Service, ESFA, DWP via training, LMI dissemination, etc.</p> <p>1.3.4 Seek additional resources and further develop CIAG support for young people as required through Careers Hub, schools, alternative provision, colleges, Future Me via training, LMI dissemination, etc.</p> <p>1.3.5 Seek support from sector specialists e.g. Construction Industry Training</p> | <p>LEP (PW and PC) GCC (VW)</p> <p>LEP (DW and RJ) GCC (SP)</p> <p>LEP (PW and PC)</p> | <p>Feb 2021 onwards</p> <p>Feb 2021 onwards</p> <p>Feb 2021 onwards</p> | |
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| | | | | Board (CITB) , Ministry of Building & Innovation(MOBIE), CYNAM | | | | |
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| 1.4 | Think Gloucestershire Interventions that enable Gloucestershire to Reimagine and Restart | Higher Education Marketing Group | Co-ordinated promotion of HE course/programme offer available across all Gloucestershire universities, especially for priority growth sectors (cyber & digital, agri-tech, green/renewables/retrofit) L, Cov | Actions to be confirmed by Higher education Marketing Group in consultation with GSAP | Higher Education Marketing Group(tbc) | Feb 2021 onwards | Red | Progress on this unknown to LEP and GSAP – PC to follow up with Polly Pick (UoG) and Simon Spooner (Hartpury) |
| Apprenticeships | | | | | | | | |
| Ref. | Source | Workstream | Objective | Actions | Who | When | RAG | Progress |
| 2.1 | Skills Economic Recovery Plan (SERP) | Apprenticeships – Supply stimulation | Campaign and support for local businesses to see the benefits of apprenticeships in economic recovery Cov | 2.1.1 Review current apprenticeship information provided via existing LEP channels/skills portal/etc. 2.1.2 Obtain and review promotional materials from other areas/organisations | LEP (PC, PW) and GCC (DB) LEP (PC, PW) and GCC (DB) | Jan 2021 Jan 2021 | Green | Examples of materials from training providers and Amazing Apprenticeships have been obtained. Own materials need design capacity – JM |

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| | | | | <p>2.1.3 Prepare own promotional materials</p> <p>2.1.4 Distribute own promotional materials via LEP, Growth Hub, GCC and provider channels</p> <p>2.1.5 Arrange 2 webinars to promote and Q&A apprenticeships and other related schemes to employers – incl. employers using app levy effectively, SMEs, apprentices, ASK project</p> <p>2.1.6 Maintain links with and support SW Apprenticeships Ambassador Network</p> | <p>LEP (PC, PW) and GCC (DB)</p> <p>LEP (PC, PW), GCC (DB), Growth Hub</p> <p>LEP (PC, PW), GCC (DB), Growth Hub</p> <p>LEP (PC, PW), GCC (DB), Growth Hub</p> | <p>Feb 2021</p> <p>March 2021</p> <p>April 2021 onwards</p> <p>Ongoing</p> | | <p>unable to provide this at present because of SAP commitments.</p> <p>Webinars: propose dates; duration; content; platform; etc. at 12/01/21 DB & PC meeting</p> <p>SWAAN and GCC National Apprenticeship Week events being promoted via Careers Hub, social media and Skills Portal.</p> |
| 2.2 | Skills Economic Recovery Plan (SERP) | Apprenticeships – Increased Levy transfer to local businesses | More Levy-paying local employers to transfer unspent Levy to businesses that can use | 2.2.1 Prepare list of all levy-paying Gloucestershire | LEP (PC) and GCC (DB) | Feb 2021 | Amber | |

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| | | | <p>this to increase the number of apprenticeship opportunities</p> <p>L, Cov</p> | <p>employers and RAG rate re. levy transfer</p> <p>2.2.2 Promote work done on levy transfer by GCC and other good practice to local levy-paying employers</p> <p>2.2.3 Work with local levy-paying employers to increase levy transfer (targets to be agreed with GSAP)</p> | <p>LEP (PC) and GCC (DB), training providers</p> <p>LEP (PC) and GCC (DB), training providers</p> | <p>March 2021</p> <p>March to December 2021</p> | | |
| 2.3 | Skills Economic Recovery Plan (SERP) | Apprenticeships – Retain existing apprentices | <p>Risk of existing apprentices being laid off at end of furlough/as local businesses contract</p> <p>Cov</p> | <p>2.3.1 Add advice for apprentices being furloughed to skills portal</p> <p>2.3.2 Add advice for employers on retaining apprentices to Growth Hub website</p> <p>2.3.3 Brief Growth Hub advisers on key messages re. retaining apprentices</p> | <p>LEP (PW)</p> <p>LEP (PW)</p> <p>LEP (PW) and GCC (DB)</p> | <p>Jan 2021</p> <p>Jan 2021</p> <p>Feb 2021</p> | Green | |

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| | | | | 2.3.3 Review monthly intelligence from Growth Hub advisers and District ED leads on any apprentices at risk of being laid off and follow-up accordingly with employers | LEP (PW) and GCC (DB) | Feb 2021 then ongoing monthly | | |
| 2.4 | Skills Economic Recovery Plan (SERP) and Think Gloucestershire Interventions that enable Gloucestershire to Reimagine and Restart | Apprenticeships - Apprenticeship offer supports growth sectors and long-term ambitions of the County Apprenticeships – Apprenticeship programmes and clearing house and Green energy & green infrastructure programmes – in Think Glos interventions | The Apprenticeships and other training provision offered in the County need to enable individuals to gain jobs and train in the growth sectors and the sectors identified in the LIS (e.g. cyber and digital, Green/renewables/retrofitting) L, Cov | 2.4.1 Prepare updated contact list for all apprenticeship providers in the county 2.4.2 Contact all apprenticeship providers in the county to confirm current provision and numbers + future provision 2.4.3 Compare proposed future provision from providers with growth sectors and LIS ambitions 2.4.4 Work with GSAP, GWP and | GCC (DB) LEP (PC) and GCC (DB) LEP (PC) and GCC (DB) LEP (PC) and GCC (DB) | Jan 2021 Feb 2021 March to June 2021 June 2021 to Sept 2021 | Green | DB has prepared an updated contact list. PC has obtained and shared GWP providers list. |

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| | | | | <p>providers to shape future apprenticeship and other training provision to more closely match sector growth ambitions in the county</p> <p>2.4.5 Develop pathways into growth sectors and promote these via schools careers leads, DWP, Adviza, ASK project, skills portal, providers, etc.</p> <p>2.4.6 Support One Public Estate retrofit bid with Stroud DC and SGS College and explore options to expand to other local authorities</p> <p>2.4.7 Explore partnership working with Retrofit Academy and Cotswold DC</p> | <p>LEP (PC) and GCC (DB) careers hub team, ASK project, Adviza, DWP</p> <p>Stroud DC, SGS College, LEP (PC, EW)</p> <p>Cotswolds DC, SGS College, LEP (PC, PW)</p> | <p>June 2021 to May 2022</p> <p>Nov 2020 and ongoing</p> <p>Jan 2021</p> | |
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| 2.5 | Skills Economic Recovery Plan (SERP) | Apprenticeships - Greater flexibility for employers in the training they spend their Levy on | Shorter and more focused training programmes needed by employers but unable to fund this through Apprenticeship Levy and many employers unwilling/unable to spend on this training L, Cov | 2.5.1 Continue to lobby DfE and local MPs for further flexibilities in use of the levy 2.5.2 Include ask for increased flexibility in the Local Skills Report published March 2021 2.5.3 GFirst LEP and GCC to continue to seek funding for opportunities for training providers to deliver shorter and more focused training programmes | LEP (DO, DS, PC) and GCC (DB) GSAP (PC) LEP (PC) and GCC (DB, VW) | Jan 2021 and ongoing Feb and March 2021 Ongoing | Green | |
| 2.6 | Think Gloucestershire Interventions that enable Gloucestershire to Reimagine and Restart | Apprenticeships – Apprenticeship clearing house | Provide support for local employers and local potential apprentices to connect and to increase the uptake of apprenticeships L, Cov | 2.6.1 Investigate the options to establish a Gloucestershire apprenticeship hub/clearing house (incl as part of a wider ‘employment support hub’) 2.6.2 Scope out support provided by | LEP (PC) LEP (PC) and GCC (DB, VW) | Feb 2021 Feb 2021 | Amber | Initial discussions with GCC, GEGJC and BEIS have taken place re. funding. Further discussions with GCC in February 2021. |

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| | | | | <p>other LEP-managed apprenticeship hubs/clearing houses and the associated resource requirements (incl as part of a wider 'employment support hub')</p> <p>2.6.3 Prepare business case for apprenticeship/wider employment support hub to go to GSAP, LEP Board, GEGJC and relevant other stakeholders (LEP business groups, GCC, UoG, training providers)</p> | <p>LEP (PC) and GCC (DB, VW)</p> | <p>March 2021</p> | | |
| 2.7 | <p>Think Gloucestershire Interventions that enable Gloucestershire to Reimagine and Restart</p> | <p>Apprenticeships – Degree Apprenticeships</p> | <p>Extend the range of degree apprenticeships offered by Gloucestershire universities that support the sector growth ambitions of the County (cyber & digital, agritech, green/renewables/retrofit)</p> <p>L, Cov</p> | <p>2.7.1 Gloucestershire universities and UWE (via Gloucestershire College and the IoT) to clarify degree apprenticeship plans to GSAP</p> | <p>UoG, Hartpury University, RAU</p> | <p>March 2021</p> | <p>Amber</p> | |

| | | | | 2.7.2 Promote degree apprenticeships to employers and potential degree apprentices | UoG, Hartpury University, RAU | | | |
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| | | | | 2.7.3 Review uptake with GSAP and clarify actions to increase uptake | UoG, Hartpury University, RAU + GSAP | | | |
| Unemployment/Redundancy Support | | | | | | | | |
| Ref. | Source | Workstream | Objective | Actions | Who | When | RAG | Progress |
| 3.1 | Skills Economic Recovery Plan (SERP) | Unemployment/Redundancy Support - Brokerage support for businesses | Advice, guidance and brokerage to help businesses find ways of avoiding/mitigating redundancies; brokerage to relevant other support available Cov | 3.1.1 Clarify Adviza and DWP existing support offer, prepare flowchart and supporting information. 3.1.2 Ensure key stakeholders are aware of existing Adviza and DWP support offer (District ED/skills leads, Growth Hub Network partners, | LEP (PW) LEP (PC, PW) | Jan 2021 Jan 2021 | Green | Adviza and DWP existing support offer confirmed with PW. Flowchart drafted and being refined. Dates agreed with Adviza and DWP to present to District ED/skills leads and Growth |

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| | | | | chambers of commerce, LEP business groups, etc.) 3.1.3 Build referral network/taskforce to identify and refer on employers seeking redundancy help | LEP (PC, PW) | Jan 2021 | | Hub Network partners. Initial invitation to join taskforce went out from DWP (Dec 2020). |
| 3.2 | Skills Economic Recovery Plan (SERP) | Unemployment/Redundancy Support - CIAG support for individuals at risk of redundancy/seeking work | Individuals need help seeking roles in sectors new to them and knowing which sectors are hiring/growing | 3.2.1 Prepare and publish monthly Glos employment reports using EMSI tools 3.2.2 Ensure CIAG, employment and skills providers have access to and use the monthly reports with their customers 3.2.3 Identify and clearly signpost to stakeholders the growing sectors and organisations recruiting | LEP, Careers Hub (JB, DW, PC) LEP, Careers Hub (JB, DW, PW, PC), Adviza, employment and skills providers LEP, LEP Business Groups, Careers Hub (JB, EW, KC, DW, PW, PC), DWP, Adviza, employment | Nov 2020 then ongoing Nov 2020 then ongoing Nov 2020 then ongoing | Green | Monthly reports prepared and published via Skills Portal and Careers Hub. Job postings data being used by some providers. Further promotion needed. |

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| | | | | <p>3.2.4 Clarify LMI and training needs of local stakeholders and implement information and training solutions</p> <p>3.2.5 Investigate, resource and procure suitable LMI tool for sharing with stakeholders and customers via skills portal and Careers Hub website</p> | <p>and skills providers</p> <p>LEP, Careers Hub (JB, DW, PW, PC), DWP, Adviza, employment and skills providers</p> <p>LEP, Careers Hub (JB, DW, PW, PC), Careers & Enterprise Company (CEC)</p> | <p>Feb 2021 then ongoing</p> <p>Feb 2021 then ongoing</p> | | <p>Careers Hub LMI group formed.</p> |
| 3.3 | Skills Economic Recovery Plan (SERP) | Unemployment/Redundancy Support - Clear retraining offers/pathways for those who need it | <p>Courses/programmes that enable individuals to upskill/re-train to enter/re-enter the workforce:</p> <p>To include:</p> <ul style="list-style-type: none"> • Employability skills • Growth sector-specific training/qualifications • Training/qualifications that match the skills sought by local employers | <p>3.3.1 Identify, collate and promote existing support programmes and providers via skills portal</p> <p>3.3.2 Work with stakeholders to co-ordinate and promote clear retraining offers/pathways using Adult</p> | <p>LEP (PW, PC)</p> <p>LEP (PC, PW), GCC (VW, DB), DWP, ESFA, ESIF Committee, GSAP, AEB-</p> | <p>Nov 2020 and ongoing</p> <p>Feb 2021 and ongoing</p> | Green | <p>Achieved and links and wording checked and updated by providers.</p> <p>Initial agreement with GC, SGS, Cirencester Colleges and GCC now needs</p> |

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| | | | <ul style="list-style-type: none"> Self-employment & business start-up skills and support <p>L, Cov</p> | <p>Education Budget (AEB)</p> <p>3.3.3 Work with stakeholders to co-ordinate and promote clear retraining offers/pathways using other suitable resources</p> | <p>funded providers</p> <p>LEP (PC, PW), GCC (VW, DB), DWP, ESFA, ESIF Committee, GSAP, employment and skills providers</p> | <p>April 2021 and ongoing</p> | | <p>detailed planning and co-ordination</p> |
| 3.4 | Skills Economic Recovery Plan (SERP) | Unemployment/Redundancy Support - Local co-ordination and contribution to national employability/redundancy support initiatives | <p>Local co-ordination and contribution to national employability/redundancy support initiatives:</p> <p>Kickstart Restart Work and Health Programme and Job Entry Targeted Support (JETS)</p> <p>L, Cov</p> | <p>3.4.1 Work with stakeholders to ensure national initiatives complement local provision and meet local needs</p> <p>3.4.2 Clarify with DWP the Kickstart gateways operating in Glos and co-ordinate/share good practice between them</p> | <p>LEP (PC, PW), GCC (VW, DB), DWP, ESFA, ESIF Committee, GSAP</p> <p>LEP (PC, PW), GCC (VW, DB), DWP, GSAP</p> | <p>Jan 2021 and ongoing</p> <p>Feb 2021 and ongoing</p> | Green | <p>GCC and GC approved as Kickstart Gateways – seeking confirmation from DWP about others</p> <p>Gateway status changed following 25/01/21 announcements</p> |

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| | | | | <p>3.4.3. Work with key stakeholders to investigate options and resources for an 'Employment hub' to co-ordinate and drive national and local employment initiatives in Glos, incl. work with employers</p> <p>3.4.4 Deliver promotional campaigns to increase number of organisations supporting national initiatives and share good practice</p> <p>3.4.5 Investigate ways to integrate reporting of Glos-based national programmes</p> | <p>LEP (PC, PW), GCC (VW, DB), DWP, ESFA, GSAP</p> <p>LEP (PC, PW), GCC (VW, DB), DWP, Districts</p> <p>LEP (PC, PW), GCC (VW, DB), DWP, GSAP, providers</p> | <p>Feb and March 2021</p> <p>March 2021 and ongoing</p> <p>March 2021 and ongoing</p> | | <p>Initial discussions underway with GCC and Districts as possible expansion of 'apprenticeship clearing house' proposal</p> |
| 3.5 | Skills Economic Recovery Plan (SERP) | Unemployment/Redundancy Support - Commissioning, preparation and delivery of local employability/ redundancy support initiatives | Sector-based work academies for cyber and digital; green - renewables/retrofitting to meet longer-term ambitions of the Local Industrial Strategy (LIS) | 3.5.1 Work with current funders to secure extensions to existing local support | LEP (PC, PW), GCC (VW, DB), DWP, Big Lottery, ESFA, ESIF Committee | Jan 2021 | Green | Big Lottery has confirmed extension of GEM project. DWP has confirmed |

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| | | | sector-based-work-academies-employer-guide Cov | <p>3.5.2 Develop clear plans for use of ESF Reserve Fund for economic recovery activity/projects</p> <p>3.5.3 Commission and procure suitable ESF Reserve Fund economic recovery activities/projects</p> <p>3.5.4 Scope, prepare and deliver suitable sector-based work academies (SWAPs) for cyber and digital</p> <p>3.5.5 Scope, prepare and deliver suitable sector-based work academies (SWAPs) for green/renewables/Retrofitting</p> <p>3.5.6 Scope, prepare and deliver suitable</p> | <p>LEP (PC, PW), GCC (VW, DB), DWP, Big Lottery, ESFA, ESIF Committee, GSAP</p> <p>LEP (PC, PW), GCC (VW, DB), DWP, Big Lottery, ESFA, ESIF Committee, GSAP</p> <p>LEP, LEP Business Groups, DWP, training providers</p> <p>LEP, LEP Business Groups, DWP, training providers</p> <p>LEP, LEP Business</p> | <p>Jan 2021 onwards</p> <p>Feb 2021 onwards</p> <p>Feb 2021 onwards</p> <p>Feb 2021 onwards</p> <p>March 2021</p> | | <p>extension of DTS Workstart programme.</p> <p>Initial proposals for ESF Reserve Fund agreed with GCC and ESIF Committee</p> <p>Initial proposals submitted to DWP in Jan 2021</p> <p>Initial SWAPs proposals discussed with DWP in Dec 2020. Now needs detailed planning and implementation with DWP, LEP Business groups, training providers.</p> |
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| | | | | sector-based work academies (SWAPs) for agri-tech/other suitable sectors | Groups, DWP, training providers | onwards | | |
| 3.6 | Think Gloucestershire Interventions that enable Gloucestershire to Reimagine and Restart | Engineering and Manufacturing Capability Index | To match redundancies to vacancies and contract fulfilment requests to the Gloucestershire's wider capability Cov | 3.6.1 Actions to be clarified with LEP advanced manufacturing business group + DWP | LEP advanced manufacturing business group, DWP, Growth Hub | tbc | Red | Need to revisit initial proposals with LEP Advanced Engineering & Manufacturing business group |
| 3.7 | Cheltenham Economic Recovery Taskforce business plan | Priorities 2 – Cyber, 4 – Local business resilience and jobs, 7 – skills and education CERTF business plan | To support and maximise the construction skills and employment opportunities within Cheltenham Borough | 3.7.1 Add Golden Valley, W Cheltenham and NW Cheltenham construction skills, green/renewables/ retrofit and employment actions tbc | CERTF, CBC, GCC, LEP, CiTB, skills providers, AccXel, skills and training providers | tbc | Amber | Initial discussions with CBC have taken place. Further scoping planned with Cheltenham Economic Recovery Taskforce (CERTF) skills subgroup in Feb 2021. |
| 3.8 | Reinvigorate and Repurpose – An action | Maintaining momentum on regeneration (Forum development) | To support and maximise the construction skills and employment opportunities | 3.8.1 Add Forum Academy construction skills | Gloucester City Council, Reef, GCC, | tbc | Amber | Initial discussions with Gloucester |

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| | plan for Gloucester's Economic Recovery post Covid-19 | Gloucester economic recovery plan | presented by The Forum development in Gloucester | and employment actions tbc | LEP, CiTB, skills providers | | | City Council and Reef (developers) have taken place. Further scoping planned in Feb 2021. |
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Cyber County -Digital and cyber skills

| Ref. | Source | Workstream | Objective | Actions | Who | When | RAG | Progress |
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| 4.1 | Skills Economic Recovery Plan (SERP) | Digital and cyber skills - 'Digital citizens' and skills to work remotely | 'Digital citizens' and skills to work remotely - Local, flexible, affordable/free courses and learning programmes | 4.1.1 Collate information about digital and cyber skills offer from Gloucestershire training providers and promote via Skills Portal 4.1.2 Collate information about digital and cyber skills offer from national training providers and promote via Skills Portal | LEP (PC, PW) LEP (PC, PW) | December 2020 December 2020 | Green | Current offer collated and included in skills portal. Current offer collated and included in skills portal. |
| 4.2 | Skills Economic Recovery Plan (SERP) | Digital and cyber skills - Digital skills for businesses | Digital skills for businesses to support digital transformation - Local, flexible, affordable | 4.2.1 Prepare updated contact list for all digital and | LEP (PC, PW) + Careers Hub | April 2021 | Amber | Needs further resource within GFirst LEP to do |

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| | <p>and</p> <p>Think Gloucestershire Interventions that enable Gloucestershire to Reimagine and Restart</p> | <p>to support digital transformation</p> <p>and</p> <p>'Gloucestershire - the Cyber county'</p> | <p>learning programmes to help equip businesses to manage more of their work online/digitally</p> | <p>cyber skills providers in the county</p> <p>4.2.2 Contact all providers in the county to map current provision and numbers + future provision</p> <p>4.2.3 Work with key stakeholders to shape future provision to more closely match sector growth ambitions in the county incl. the 2 Institutes of Technology (IoTs) operating in the County</p> <p>4.2.4 Develop pathways into growth sectors and promote these via schools careers leads, DWP, Adviza, ASK project, skills portal, providers, etc.</p> | <p>LEP (PC, PW) + Careers Hub</p> <p>GSAP, GWP, CYNAM, LEP cyber and digital business group, providers</p> <p>GSAP, GWP, CYNAM, LEP cyber and digital business group, providers</p> <p>GSAP, GWP, CYNAM, LEP cyber and digital business group, providers</p> | <p>April 2021</p> <p>June 2021 onwards</p> <p>July 2021 onwards</p> | | <p>this (part of skills co-ordinator role).</p> |
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| | | | | <p>4.2.5 Support the cyber and digital skills needs of the Golden Valley development (Cheltenham) and The Forum (Gloucester)</p> <p>4.2.6 Support the implementation and skills offer of the Cirencester college Digital Skills Centre</p> | <p>GSAP, GWP, CYNAM, LEP cyber and digital business group, providers</p> <p>GSAP, LEP (PC, BBJ)</p> | <p>Feb 2021 onwards</p> <p>Feb 2021 onwards</p> | | |
| 4.3 | <p>Skills Economic Recovery Plan (SERP)</p> <p>and</p> <p>Think Gloucestershire Interventions that enable Gloucestershire to Reimagine and Restart</p> | <p>Digital and cyber skills - Cyber skills and qualifications to equip individuals to enter the cyber sector and increase cyber capabilities of local employers</p> <p>and</p> <p>‘Gloucestershire - the Cyber county’</p> | <p>Cyber skills and qualifications to equip individuals to enter the cyber sector and increase cyber capabilities of local employers</p> <ul style="list-style-type: none"> - Local, flexible, affordable learning programmes meeting industry standards and employer requirements including Degree Apprenticeships | <p>4.3.1 Prepare updated contact list for all digital and cyber skills providers in the county</p> <p>4.3.2 Contact all providers in the county to map current provision and numbers + future provision</p> <p>4.3.3 Work with key stakeholders to shape future provision to more</p> | <p>LEP (PC, PW) + Careers Hub</p> <p>LEP (PC, PW) + Careers Hub</p> <p>GSAP, GWP, CYNAM, LEP cyber and digital</p> | <p>April 2021</p> <p>April 2021</p> <p>June 2021 onwards</p> | Amber | Needs further resource within GFirst LEP to do this (part of skills co-ordinator role). |

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| | | | | <p>closely match sector growth ambitions in the county incl. the 2 Institutes of Technology (IoTs) operating in the County</p> <p>4.3.4 Develop pathways into growth sectors and promote these via schools careers leads, DWP, Adviza, ASK project, skills portal, providers, etc.</p> <p>4.3.5 Support the cyber and digital skills needs of the Golden Valley development (Cheltenham) and The Forum (Gloucester) in collaboration with the relevant groups and stakeholders (e.g. Cheltenham Economic Development Taskforce, Gloucester Economic</p> | <p>business group, providers</p> <p>GSAP, GWP, CYNAM, Careers Hub, LEP cyber and digital business group, providers</p> <p>GSAP, GWP, CYNAM, LEP cyber and digital business group, providers</p> | <p>July 2021 onwards</p> <p>Feb 2021 onwards</p> | | <p>Glos Careers Hub seeking to become a CyberFirst partner (Feb 2021)</p> |
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| | | | | Recovery Task Force, etc.) | | | | |
| | | | | 4.3.6 Support the implementation and skills offer of the Cirencester college Digital Skills Centre | LEP (PC, BBJ) | Feb 2021 onwards | | LEP (PC) confirmed on Cirencester College digital skills building steering group. Meeting in Feb 2021. |
| | | | | 4.3.7 Support appropriate bids for and facilitate implementation of Digital Skills Bootcamps in Gloucestershire | LEP (PC, RH, PW) | Jan 2021 onwards | | PC & RH working with Institute of Coding on regional bid incl. Gloucestershire |
| | | | | | | | | |

GLOUCESTERSHIRE SKILLS ADVISORY PANEL
8th February 2021 at 14:00 until 16:00 on Teams

1. Welcome, introductions and apologies for absence:

Attendees: Andrew Kirk, Anne Stokes, Councillor Patrick Molyneux, Councillor Steve Lydon, Dan Boon, Diane Haines, Elizabeth Weaver, Jason Dunsford, Kate Martin, Linsey Temple, Matthew Burgess, Michael Carter, Paul Woodhouse, Pete Carr, Rob Jenkins, Roxy Varnham, Simon Spooner (on behalf of Russell Marchant).

Apologies: Boyd Hatwood, Liam Evans, Mike Holliday, Nikki Williams, Sara-Jane Watkins and Scott Green

Introduction:

- A warm welcome was provided to Elizabeth Weaver who is the Business Group Manager at GFirst LEP working with individuals throughout Gloucestershire's business economy to identify priorities to improve skill(s), increase innovation and enhance infrastructure and business growth.
- The main focus of the GSAP session was to discuss proposals and challenges recognised by the Skills White Paper; update members on the skills strategy documents being prepared for publication in March 2021 and explore various workstreams and 'working groups' who could contribute and support with the Skills Action Plan and such documentation.
- There is still no permanent Chair of the GSAP and as a result Pete Carr lead the session.
- No points of accuracy or amendments were raised/needed – agreed by all members.

2) Notes of last meeting:

Outstanding actions:

- Action: GSAP members to comment/feedback to Pete Carr re: Draft Proposals (Doc 5) and whether or not the proposals are correct for Gloucestershire. *Action complete 08/02/2021.*
- Action: Roxy Varnham will send the website link to the Skills Portal along with Paul Woodhouse contact information. *Action complete on 06/11/2020.*
- Action: GSAP members to provide feedback on Gloucestershire's Skills Portal by emailing Paul Woodhouse (paul.woodhouse@gfirstlep.com). Members to provide their contact information and organisational information in order to be included on the Skills Portal (where applicable). *Action complete 08/02/2021.*
- Action: Roxy Varnham to provide and circulate dates for GSAP sessions during 2021 along with timings/joining instructions. *Action complete on 08/12/2020.*

Thank you to all GSAP members who have supported the above.

3) Policy:

Skills for Jobs: Lifelong Learning for Opportunity and Growth White Paper (Doc 3)

- Discussion was held around the initial elements of the Skills for Jobs: Lifelong Learning for Opportunity and Growth White Paper including employers being at the heart of post-16 skills including an exploration into local skill priorities and importance.
- Thoughts around sustained engagement between colleges, providers and local employers to respond effectively to labour market needs had been considered.
- Conversation held re: apprenticeships and improved traineeships - looking at how to better meet the needs of employers across the county and provide the confidence/knowledge to meet such needs.
- Discussion held re: T-levels being a clear route to progression and the role in which providers play throughout the county. For example, looking at the structure of their programmes to better meet employers' needs.

- Concern re: funding and Loan Entitlement was raised. Appreciation was given to the choices in how and when to study, the training/education needed to allow adults to reskill and upskill there was belief that young people have a different disposition to debt.
- There was a query re: whether or not the Skills for Jobs: Lifelong Learning for Opportunity and Growth White Paper fully comprehended the impact of the Covid-19 pandemic in the January 2021 document.
- Overall it was believed the focus and motivation of the Skills for Jobs: Lifelong Learning for Opportunity and Growth White Paper was positive but there is still consideration needed (for example, the lack of Local Authority mentions and the influence they have on 'place making', the Union Learning Fund and lack of ESOL and Community Learning referenced).
- **Action:** If your organisation is developing any internal briefing papers or a response to the above could you share it with Pete Carr as soon as possible. This will help inform our understanding within the county and how we can support your organisation.

DWP Kickstart Update (Doc 4)

- The Kickstart Scheme aims to make a difference to the labour market prospects of young people. In order to do this, there is a need to reach more employers to achieve a broad range of opportunities to deliver the scheme to its potential.
- Employers looking to offer jobs with a training choice can apply directly to the scheme or they could go through an approved Gateway.
- The Gateways approved within the county are GCC, Gloucestershire College and Create Gloucestershire. The opportunities provided have been approx. GCC over 200, Gloucestershire College 100+ and Create Gloucestershire 31+ (with 70/80 online). However, young people within Gloucestershire appear to be apprehensive when considering the opportunities through Kickstart and discussion was held re: working together to understand why (for example, lack of confidence, the pandemic?)
- Vikki Walters (GCC) expressed interest in bringing the approved Gateways together so they can discuss opportunities, work together to promote vacancies and share information across Gloucestershire therefore more likely to find the right opportunities for young people.
- Is there a role for schools and colleges to play when creating an awareness about Kickstart and the options available to them?
- **Action:** Pete, Rob and Paul to discuss how Kickstart links in with Gloucestershire Skills Portal and the possible role of the Careers Hub (signpost and support the promotion).
- **Action:** Di to share information re: The Job Finding Support Service Launched by DWP

4) Data and Strategy:

An update on employment data (Doc 5)

- Discussion re: the December update and the latest Claimant Count and Job Posting numbers in Gloucestershire was held.
- It was said the Claimant Count in Gloucestershire decreased by 170 to 17,450 and the rate in December was 4.5%. It is believed Gloucestershire has seen a small decrease to 4.5% from the November figure of 4.6%.
- Positively, job postings continue to increase with the number in December at approx. 21,434 which is 5.7% higher when compared to December 2019.
- Conversation re: workers who have been furloughed in Gloucestershire and the Self Employment Income Scheme data can be seen in Doc 5.
- **Action:** We hope to keep GSAP members updated in between meetings with these monthly reports.

DfE Local Skills Report (Doc 6)

- Unable to explore this in the session but GSAP members to comment upon this in between meetings by emailing Pete Carr at Pete.Carr@gfirstlep.com

GCC local economic recovery strategy and action plan (Doc 7)

- GCC have approved the economic recovery strategy and action plan which will fit in with the GSAP priorities and workstreams.
- **Action:** GSAP members to read through the document and feedback to Pete Carr at Pete.Carr@gfirstlep.com

5) Skills Action Plan and Workstreams:

- GSAP members were taken through actions and various workstreams set out in the Skills Action Plan. An overview on the sections below was provided with a request for volunteers to work through the sections with Pete Carr:
 - Local Skills Report and Strategy Development
 - Information and Signposting
 - Apprenticeships
 - Unemployment/Redundancy Support
 - Digital and Cyber Skills

Please see commitments provided from GSAP members below:

| Workstream | Who |
|--|---|
| Local Skills Report and Strategy Development | Matt Burgess, Di Haines and Pete Carr. |
| Info and Signposting | Simon Spooner, Duncan Willoughby, Paul Woodhouse and Pete Carr. |
| Apprenticeships | Dan Boon, Mike Holliday, Linsey Temple, Michael Carter and Pete Carr. |
| Unemployment/Redundancy Support | Jason Dunsford, Paul Woodhouse, Di Haines, Vikki Walters and Pete Carr. |
| Digital and Cyber Skills | Matt Burgess, Di Haines and Pete Carr. |

Action: Roxy and Pete will organise dates and times for the above parties to meet.

6) Date of Next Meeting:

- Monday 26th April between 14:00 and 16:00 on Teams
- [Click here to join the meeting](#)

AOB:

- Final thank you and close.