

# Gloucestershire Employment and Skills Board

## Priorities and proposed actions

This document is intended to reflect back to GESB members the priorities that they and other stakeholders have identified for the Board and to propose actions to be taken against each priority.

### Action required from GESB members:

GESB members are requested to review the proposed actions and confirm they are appropriate as well as adding further actions as required.

### 1. Confirmed priorities

Priorities from the group and wider stakeholders at this stage are:

#### 1.1 Apprenticeships

#### 1.2 Ageing workforce and dealing with replacement demand

#### 1.3 Stronger links between schools and businesses

#### 1.4 Improved, impartial careers support for schools based on accurate and up-to-date Labour Market Information

### 1.1 Apprenticeships

**1.1.1 Background:** Expansion of apprenticeship opportunities in the county has been a long-standing priority for both GFirst LEP and Gloucestershire County Council. [The Strategic Economic Plan for Gloucestershire](#) and the [ESIF Strategy](#) both support the expansion of apprenticeships in the County.

**1.1.2 Baseline data:** This is sourced from the Education and Skills Funding Agency (ESFA) via its 'localities cube'. 2015/16 data is included in the GESB Evidence Base pages 27-28.

**1.1.3 Monitoring:** This will be done through the ESFA localities cube, monitored by GCC Skills and Employment Commissioning Team staff. There has also been a request for informal management information from apprenticeship providers to show progress ahead of the reporting cycle via ESFA.

**1.1.4 Possible KPIs:** Number of apprenticeship starts (including engineering apprenticeships); number of apprenticeship completions (including engineering apprenticeships); Number of businesses advertising apprenticeship opportunities

**1.1.5 Routes to achieving the KPIs:** Better information in to schools to enable informed choice by students; having a local 'hub' for businesses wanting to know how apprenticeships work and what is available and individuals seeking apprenticeships to get connected with apprenticeship opportunities; up-to-date information about which apprenticeships are available in Gloucestershire and how many of each type are being delivered and by whom

**1.1.6 Key providers:** Clarify with GWP and via Data Cube (colleges and private training providers) – need breakdown of volumes and types of apprenticeships delivered by each provider

**1.1.7 Resource challenges/issues:** Currently, there is no specific, dedicated, permanent resource available within the county to manage work with schools and employers to promote apprenticeships and work with providers and the National Apprenticeship Service. South Gloucestershire and Stroud College has secured a £1.7 European Social Fund (ESF) project to increase apprenticeship promotion and delivery in the County but this is restricted in terms of eligible participants and in time, as the project only started in September 2017 and needs to be completed by July 2018. GCC is exploring the opportunity to second a member of staff to support county-wide work on apprenticeships as well as co-ordinating GCC's own apprenticeship provision and levy usage.

**1.1.8 Good practice already identified:** mapping of apprenticeship provision across Gloucestershire (and Swindon & Wiltshire) by GWP

**1.1.9 Relevant projects/initiatives to highlight to GESB:** GCC apprenticeship taskforce – historical report; pre-apprenticeship clearing house project initiated by GCC with Prospect – no report but worth following up; new £1.7m ESF apprenticeship support programme led by South Gloucestershire and Stroud College now contracted but reduced from a 3 year project to less than 1year so targets very challenging; Apprenticeship S K ESFA project for promoting apprenticeships in schools plus offer from GWP to undertake promotional work with schools.

#### Proposed Actions: Apprenticeships

Ref	Topic	Action	Who	When	Priority	RAG rating on progress	GESB involvement/action	Notes
1.1.1	Baseline data	Confirm latest apprenticeship delivery data to GESB	GCC	11/04/18	H	Red	Review baseline data and agree targets/KPIs	
1.1.2	Monitoring	Review latest apprenticeship delivery data at each GESB meeting	GESB members	11/04/18	H	Red	Review latest apprenticeship delivery data at each GESB meeting and make recommendations for improvements.	
1.1.3	Targets/KPIs	Set and communicate targets/KPIs for apprenticeship delivery.	GESB members	11/04/18	H	Red	Set and communicate targets/KPIs for apprenticeship delivery to apprenticeship providers and ESFA.	Consider setting targets for type and level of apprenticeships.
1.1.4	Co-ordination of apprenticeships	Recruit/second staff member to co-ordinate apprenticeship provision within GCC and county-wide	GCC	28/02/18	H	Amber	Confirm reporting arrangements required by GESB	
1.1.5	Apprenticeship offer	Confirm current apprenticeship offer in the county and update at regular intervals	SGS College leading GOAL project	11/04/18	H	Green	Confirm offer information is appropriate	

1.1. 6	Apprenticeship offer	Identify and report to GESB on gaps in provision based on contact from local businesses	SGS College leading GOAL project	11/07/18 and then at future meetings	M	Amber		
1.1. 7	Promotion of apprenticeships	Emphasise to secondary schools the requirement to promote/enable promotion of apprenticeships	GCC	31/03/18	H	Red	Note communication and responses from schools	
1.1. 8	Promotion of apprenticeships	Engage the ASK project to improve promotion of apprenticeships in schools	GCC	28/02/18	H	Green	Note ASK action plan and responses from schools	
1.1.9	Further support for apprenticeships	Review lessons learned and proposals for sustainability of apprenticeship support in the county prepared by GOAL project	SGS as GOAL project lead, GFirst LEP, GESB members	30/09/18	H	Amber		

## 1.2 Ageing workforce and dealing with replacement demand

**1.2.1 Background:** Many local and national businesses across several sectors have an ageing workforce and are experiencing the loss of knowledge and skills as older staff retire. In some cases, this knowledge and these skills are not being effectively transferred to younger members of the workforce. In other cases, businesses need to enable older workers to work more flexibly in order to retain them for longer. Some work on this has been done with larger national/multi-national companies but comparatively little has been done with SMEs and obviously, SMEs make up the vast majority (98% of Gloucestershire businesses).

**1.2.2 Baseline data:** None currently but relevant questions built into business skills survey led by GCC.

**1.2.3 Monitoring:** Via survey responses from businesses and monitoring longitudinal changes

**1.2.4 Possible KPIs:** Businesses with schemes in place to retain older workers; Businesses with programmes in place to transfer knowledge and skills from older workers

**1.2.5 Routes to achieving the KPIs:** project to identify and share good practice with local businesses about how to retain experience within the organisation (e.g. flexible working, mentoring, etc.), implementation of succession planning and knowledge transfer from experienced workers to younger, less experienced ones; ways of ensuring local training providers work effectively with local businesses to upskill and retrain the existing workforce

**1.2.6 Key providers:** Not yet known. There may be SMEs in Gloucestershire that have flexible working arrangements in place to enable older workers to stay on – these businesses need to be identified and key lessons

learned and shared. Similarly, there may be SMEs that have effective succession planning and knowledge transfer arrangements in place. Again, these businesses need to be identified and key lessons learned and shared.

**1.2.7 Resource challenges/issues:** No group organisation currently resourced to undertake the proposed follow-on work from the business skills survey but GFirst LEP and GCC well positioned to undertake this work as links have already been made with the DWP Fuller Working Lives team.

**1.2.8 Good practice already identified:** Fuller Working Lives project managed by DWP – examples from national employers and data. DWP willing to provide some additional information/support for this via the Fuller Working Lives team.

**1.2.9 Relevant projects/initiatives to highlight to GESB:** Fuller Working Lives project managed by DWP

**Proposed actions: Ageing workforce and dealing with replacement demand**

Ref	Topic	Action	Who	When	Priority	RAG rating on progress	GESB involvement/action	Notes
1.2.1	Baseline data	Confirm findings about ageing and retiring workforce from business skills survey	GCC and Wavehill	11/07/18	H	Green	Review findings about ageing and retiring workforce from business skills survey and propose actions	
1.2.2	Targets/KPIs	Set appropriate targets/KPIs for this area of work	GESB members	11/07/18	H	Red	Set appropriate targets/KPIs for this area of work	
1.2.3	Good practice	Identify local businesses with effective knowledge transfer arrangements in place	Growth Hub and GFirst LEP	11/07/18	M	Red	Review good practice identified and make recommendations for sharing and promoting	
1.2.4	Good practice	Identify local businesses with effective flexible working arrangements for older staff	Growth Hub and GFirst LEP	11/07/18	M	Red	Review good practice identified and make recommendations for sharing and promoting	
1.2.5	Good practice	Ask DWP Fuller Working Lives team to share good practice identified nationally	GCC	28/02/18	H	Amber	Review good practice identified and make recommendations for sharing and promoting	

1.2.6	Good practice	Ask GESB members to identify and collate good practice they use within their own organisations re. knowledge transfer and flexible working for older workers	GESB members	28/02/18	M	Red	Identify and collate good practice	
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### 1.3 Stronger links between schools and businesses

**1.3.1 Background:** This has been a priority for GFirst LEP for several years and is included in the Strategic Economic Plan. It also features strongly in the 'Careers strategy: making the most of everyone's skills and talents' published by DfE in December 2017. The intentions of building stronger links between schools and local businesses include: engaging students in what local businesses do so they can be informed about possible career paths; provide more informed careers choices; assisting in reducing exclusion rates for disengaged students. The current pattern of work in this area is complex, partly because of the number of academies in the county and partly because of the range of different organisations undertaking this work e.g. GFirst LEP, schools and colleges making their own arrangements for local business links, Stroud District Council have set up and are running a 'Skills for Stroud Employability Charter'. Please also see pages 29-30 in the GESB Evidence Base.

**1.3.2 Baseline data:** Not yet confirmed. The picture is complex as GFirst LEP education Team is currently working with 18 secondary schools and colleges in the County where they have already secured the services of Enterprise Advisers (EAs) and a further 17 schools to get EAs in place. Audits of business engagement are carried out with these schools and colleges. Other schools and colleges have developed their own links with local businesses and currently there isn't an established way of finding out what these are.

**1.3.3 Monitoring:** Via audit of schools and colleges by the GFirst LEP Education team and EAN data from GFirst LEP Education Team

**1.3.4 Possible KPIs:** Number and location of schools matched with Enterprise Advisers; Number of careers teachers/leads informed by local labour market information (e.g. workshops run, downloads of sector reports, etc.); Number of schools and colleges offering work experience to students

**1.3.5 Routes to achieving the KPIs:** Expansion of the Enterprise Adviser Network across all secondary schools and colleges in Gloucestershire; regular updates and liaison with school careers teachers; sharing lessons learned through the ESF-funded EDGE project delivered by South Gloucestershire and Stroud College (see below).

**1.3.6 Key providers:** GFirst LEP Education Team; school careers teachers/leads; GCC and Strategic Alliance labour market information; Stroud District Council's team working on the 'Skills for Stroud' Employability Charter Mark; Prospects; South Gloucestershire and Stroud College's EDGE project reports and resource materials for improving work experience.

**1.3.7 Resource challenges/issues:** GFirst LEP Education Team have secured a grant from the Careers & Enterprise Company to continue working to expand the Enterprise Adviser Network to all schools and colleges in Gloucestershire but this requires 50% cash match funding and this has only been secured for the year commencing September 2017. Without this cash match the programme is at risk. The GESB is requested to suggest possible sources of cash match for this programme. Similarly, resource pressures on local authorities are requiring Stroud District Council to make cost and efficiency savings. It is likely that the Employability Charter Mark work will need to cease or be transferred to another organisation in late 2017 if funding for this cannot be secured. Conversely, if

funding can be secured, Stroud DC would be willing to expand this programme across the County in order to build on the success of this programme in Stroud District.

**1.3.8 Good practice already identified:** Careers & Enterprise Company (general and Enterprise adviser pathways); ‘register’ of local and national enterprise support providers and provision prepared by GFirst LEP Education Team; impartial careers advice provided by SGS College and bought in by some schools in the county

**1.3.9 Relevant projects/initiatives to highlight to GESB:** EAN Network and more general work of the GFirst LEP Education Team and Careers and enterprise company: EDGE Project led by SGS College; DWP work with schools; GFirst LEP, schools and colleges making their own arrangements for local business links, Stroud District Council have set up and are running a ‘Skills for Stroud Employability Charter’

**Proposed actions: Stronger links between schools and businesses**

Ref	Topic	Action	Who	When	Priority	RAG rating on progress	GESB involvement/action	Notes
1.3.1	Enterprise Adviser Network (Careers Enterprise Company contract)	Review management and delivery arrangements for CEC contract in Gloucestershire and make recommendations to GFirst LEP senior management and CEC	GFirst LEP	10/02/18	H	Amber	Note review findings and advise GFirst LEP senior managers	
1.3.2	Employability charter for employers	Review the costs and benefits of the Stroud District Council-led ‘Skills for Stroud Employability Charter’ and identify resources required to continue/expand the programme if appropriate.	GESB members	11/07/18	H	Amber		
1.3.3	STEM	Map uptake of STEM qualifications in Gloucestershire	GFirst LEP and CEC with Glos STEM network	30/10/18	M	Red	Review findings and make recommendations	

1.3.4	Digital access to careers information	Review digital careers information being used by schools in Gloucestershire and explore new opportunities for this (e.g. Impart IQ app)	Gfirst LEP, schools and careers providers	30/10/18	M	Red	Review findings and make recommendations including funding sources for digital tools	
1.3.5	Business expectations of students	Review findings of the EDGE project and disseminate to schools and colleges	GCC and GFirst LEP	30/09/18	H	Green	Review findings and make recommendations	

## 1.4 Improved, impartial careers support for schools based on accurate and up-to-date Labour Market Information

**1.4.1 Background:** Effective and consistent careers information, advice and guidance (IAG) has been a long-term priority for GFirst LEP and GCC and was included in discussions with Government as part of the Gloucestershire devolution bid. It is a statutory requirement for schools to provide impartial careers guidance but there is a huge disparity in what schools are providing. Provision can range between schools employing a sole trading careers adviser to minimal compliance such as arranging visits to employers and/or mock interviews. It is up to a school's governing body to decide what is in their students' best interests in terms of careers interventions. There are quality standards which schools are encouraged to comply with, such as using a qualified practitioner but provision is very varied; in some schools a teaching member of staff is given responsibility for careers guidance provision. Different schools value careers guidance differently and there is a difference between careers education – which normally sits within the PSHE timetable – and careers advice and guidance. Careers guidance is part of OFSTED inspections but pretty low key, although more rigour is planned in future. Please also see pages 29-30 in the GESB Evidence Base.

**1.4.2 Baseline data:** Requires further research and guidance from GESB members.

**1.4.3 Monitoring:** Requires further research and guidance from GESB members.

**1.4.4 Possible KPIs:** Number of careers teachers/leads informed by local labour market information (e.g. workshops run, downloads of sector reports, etc.). Requires further research and guidance from GESB members.

**1.4.5 Routes to achieving the KPIs:** Work with current careers and IAG support providers (e.g. Adviza, Prospects, South Gloucestershire and Stroud College, etc.) and careers teachers in schools (e.g. via the Careers and Employability Group) to audit/map careers support in schools and ways in which this could be strengthened, e.g. through improved Labour Market Information (LMI), regular updates and continuing professional development (CPD) sessions for careers teachers.

**1.4.6 Key providers:** Adviza - <http://www.adviza.org.uk/> holds the National Careers Service contract for Gloucestershire and is currently in discussion with GFirst LEP's Education Team about delivery in schools in Gloucestershire, Prospects - <https://youthsupportteam.co.uk/services/careers-advice-plus> - have 6 contracts

across the county's schools, South Gloucestershire and Stroud College runs SGS Schools' Careers Service to provide impartial careers services to schools/clusters of schools.

**1.4.7 Resource challenges/issues:** Limited and decreasing school budgets and school careers leads with other, wider teaching and management responsibilities can limit the breadth and depth of careers support available to some students.

**1.4.8 Good practice already identified:** twice annual meetings of the Careers and Employability Group of school careers and employability leads – an effective network to share good practice.

**1.4.9 Relevant projects/initiatives to highlight to the GESB:** Further research required.

**Proposed actions: Improved, impartial careers support for schools based on accurate and up-to-date Labour Market Information**

Ref	Topic	Action	Who	When	Priory	RAG rating on progress	GESB involvement/action	Notes
1.4.1	Schools careers leads network	Review objectives and resource requirements for school careers leads network and make recommendations to GCC and GFirst LEP senior management	GCC	11/07/18	M	Red	Contribute to the review and make recommendations to GFirst LEP and GCC senior managers	
1.4.2	Schools careers support	Map careers support providers operating across the schools in Gloucestershire	GCC	11/07/18	M	Amber	Review mapping of careers support and make recommendations	
1.4.3	School careers support	Review how Gloucestershire schools perform currently against the Gatsby Benchmarks	GFirst LEP and GCC	31/03/18	M	Amber		
1.4.4	Local labour market information	Review findings of business skills survey and include findings in LMI for schools	GCC	30/09/18	H	Green		
1.4.5	Local labour market information	Review findings of EDGE project and include findings in LMI for schools	GCC and GFirst LEP	30/09/18	H	Green		



1.4.6	Local labour market information	Update and promote the sector reports prepared by GCC	GCC	31/03/18	M	Green		
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## 2. Additional requirements of the GESB

### 2.1 Planning for employment and skills demands post-Brexit

There is an expectation on the GESB to be forward-looking and to help the County plan for the post-Brexit period. As discussed with the GESB in induction sessions, the GESB Evidence Base incorporates data that is pre-Brexit and the expectation is that patterns of employment and skills demands will change substantially post-Brexit. The GESB therefore needs to function partly as a 'post-Brexit think tank' and to prepare plans for the County's employment and skills needs into the future.

Growth Hub staff should be asked to gather and feed into the Growth Hub CRM system the likely employment and skills needs of local businesses. The GESB needs to put time and resource into this as the 'thought leaders' for the county on the employment and skills impacts of Brexit. It was agreed by GESB members to keep the emerging implications of Brexit on the agenda for GESB meetings so that these could be highlighted at each meeting. Additionally, any implications of Brexit identified through the business skills survey will be incorporated into the survey feedback to GESB members.

### 2.2 Industrial Strategy

It has been agreed with the GFirst LEP Board that the employment and skills priorities for the county will be developed by GESB members and incorporated into the Gloucestershire Industrial Strategy. There would also be value in having a version of this that could be used independently of the Industrial Strategy. The timelines for this are currently being clarified and the work on the Industrial Strategy as a whole will be led by GFirst LEP. Pete Carr will work with GESB members and Gfirst LEP co-ordinate the employment and skills section of the Strategy. To date, Gfirst LEP is waiting for further guidance from Government about what is required in the local Industrial Strategy submissions. Once this is known, GESB members will be informed.

### 2.3 Careers Strategy

This was published in December 2017 <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents> and several aspects of it fit closely with the priorities identified by the GESB. The strategy will therefore be considered as part of the workplan for the GESB, particularly in relation to priorities 1.3 and 1.4 (Stronger links between businesses and schools and Improved impartial careers support for schools based on accurate and up-to-date Labour Market Information and has been included in the agenda for the January 2018 meeting.

### 2.4 Institute of Technology proposals and selection

Following the initial submissions from bidders at the end of October 2017, Government published a prospectus for IoTs on 30<sup>th</sup> November 2017 <https://www.gov.uk/government/publications/institutes-of-technology-prospectus>

that includes information about the two-stage process that will result in the selection of the Institutes of Technology.

GFirst LEP Board has the expectation that any bidders wishing to progress through the two-stage selection process are willing to work collaboratively with Gfirst LEP and share their emerging plans and proposals with the LEP. The timescales for submission are tight and strong Higher Education, Further Education and employer involvement is expected to be demonstrated in the bids. GFirst LEP is also working collaboratively with Swindon & Wiltshire LEP on a possible IoT bid that would encompass both LEP areas.

## **2.5 Future skills capital bids through Local growth fund**

There is no further information on this at the moment as the focus is on funding post-Brexit rather than on the single local growth fund. Civil servants are working on proposals for a UK shared prosperity fund that will follow-on from the local growth fund. More details will be shared with the GESB when they become available. Until that point, there currently is not a skills capital fund for local providers to bid into.

## **2.6 Prioritisation of post-ESF employment and skills priorities**

There is very limited information on this at present but there is ongoing liaison with ESFA and DWP on this to find out more. Pete Carr has meetings with the DWP Managing Authority in February when this topic will be discussed.

## **2.7 Planning for devolution of Adult Education Budget**

Essentially the Gloucestershire devolution bid has stalled because Government is focusing on existing and further advanced devolution deals. This means the main focus for us is to find out from the early devolution areas (e.g. Greater Manchester, West of England) what is working, pitfalls to avoid, etc. as part of the longer-term goal is for the GESB to take on responsibility for determining how the AEB will be spent in the county.

As Sara-Jane Watkins is working within the West of England Combined Authority area, she has agreed to update the GESB members about factors to consider when planning for the devolution of the Adult Education Budget to a locality. This will be included in GESB meetings so that emerging factors and actions can be considered.

Pete Carr

January 2018