

LES Skills Theme Review

1.0 Introduction

- 1.1 At a meeting of the Wealthy Theme Group (WTG), now Plymouth Growth Board (PGB), on the 13th December 2010, it was agreed to carry out a review of the Skills theme to ensure that the associated objectives and measures contained within the Action Plan of the Local Economic Strategy (LES) are relevant and 'fit for purpose'. It was agreed that Plymouth Employment and Skills Board take responsibility for the review of the LES Skills Theme Action plan. PESB established a sub-group to oversee this work, consisting of Graham Stirling (PESB Chair), Nigel Halford (Tamar Science Park), Colin Williams (University of Plymouth), Viv Gillespie (City College Plymouth), Jacki Williams (JCP) and Graham Morris (PESB Project Director). Assistance has been provided to the sub-group by Stephen James (PCC Economic Development), Mark Looker (PCC Economic Development) and Kathy McHugo (PCC Children's Services).

2.0 Review Process

- 2.1 The Local Economic Strategy was adopted in October 2006 and its Action Plan amended in August 2009. The current Skills theme objectives as detailed in the Action Plan are listed below.

2. Skills
2.1. Increase Level 4 qualifications
2.1.1. Develop HE access support programme
2.1.2. Develop a graduate retention scheme
2.2. Effective Learning Pathways
2.2.1. Provision of effective guidance to partners on opportunities
2.2.2. Complete a Plymouth Citizens Learning Charter
2.2.3. Plymouth Learning Pathway
2.2.4. Development of schools as extended learning facilities
2.3. Workforce Development
2.3.1. Skills Diagnostic Support
2.3.2. Establish a virtual businesses training zone
2.3.3. Develop a management capacity uplift programme
2.3.4. Develop a post 16 Vocational Strategy
2.4. Skills for Target Sectors
2.4.1. Plymouth City Growth Skills Academy
2.5. Knowledge Transfer
2.5.1. Develop a Plymouth Knowledge Transfer and Commercialisation Programme
2.5.2. Plymouth R&D Ventures

Extract from LES Action Plan

- 2.2 In terms of the original LES Skills objectives, section 2.4. Skills for Target Sectors has been discounted as this has been subsumed in to the FE sector. A review of the remaining actions also shows that 2.1 Increase Level 4 Qualifications and 2.5 Knowledge Transfer have been subsumed into the HE sector activities. 2.2 Effective Learning Pathways is essentially the remit of PCC Children’s Services, and is subsumed within the Wise Theme Group action plan. Section 2.3 Workforce Development provides the primary focus of the current skills review, and the recommendations for further actions. For these reasons a fresh approach to the development of new Skills objectives has been taken, drawing upon the current understanding of the labour market and skills dynamics.
- 2.3 It was agreed by the Skills Review Steering Group that much research has been undertaken by the Plymouth Employment and Skills Board throughout 2010 which provides a detailed understanding of skills and employment data for the City’s workforce, and has included a detailed survey of priority sector employer perceptions. This has led to PESB identifying a range of work and skills priorities for the City. A Statement of Work and Skills Priorities has been published by PESB¹. A major data analysis of skills and employment issues for the Plymouth travel-to-work area, commissioned from the Marchmont Observatory at the University of Exeter (Skills and Learning Intelligence Module of the SW Observatory) informed this statement and was used to develop the Skills Intelligence assessment for this review.² The survey of local employers undertaken by SERIO in 2010 (based on the National Employers Skills Survey) was also drawn upon³, and the results of this were confirmed in additional interviews with priority sector representatives as part of this review.
- 2.4 In addition 17 organisations and individuals were interviewed in order to test and/or confirm the conclusions and emerging recommendations from this evidence (see Appendix 1.).
- 2.5 PGB agreed that PESB would adopt an approach to the development of proposals for an LES Skills Theme Action Plan on the basis of actions related to:

¹*Plymouth – Statement of Work and Skills Priorities* (October 2010). Available to download from <http://www.plymouthesb.co.uk>

²*Employment & Skills Data Report 2010*. Also available to download from <http://www.plymouthesb.co.uk>

³*Plymouth Priority Sectors Skills Survey 2010*. Also available to download from <http://www.plymouthesb.co.uk>

Young People
Adults Seeking Employment
Adults in Work
General economic growth and supportive of inward investment.

Actions and deliverables would be identified in line with the overall LES objectives and taking account of LSP Wise Group priorities and other relevant initiatives, such as those identified through the Business theme review. These would be reviewed on an annual basis.

3.0 Conclusions from data analysis, employer survey and review meetings

- 3.1 Two of the most striking aspects of the reports resulting from the labour market and skills analysis undertaken on behalf of the Plymouth ESB in 2010 are that, by comparison with national and regional averages, Plymouth has
1. a significantly lower representation in its workforce of those aged 25 – 45; and
 2. a generally lower-qualified workforce overall.
- 3.2 An examination of the dynamics of the Plymouth labour market suggests that an explanation of these characteristics lies not in any significant failure of the supply side of education and training, nor in any inherent lack of talent, ambition or aspiration amongst the majority of young Plymothians. The simple fact is that the majority of ambitious, qualified and talented young people, on leaving school, college or university, migrate to other places in order to pursue at least their initial career paths. Those other places offer, or are perceived to offer, greater opportunities in terms of jobs, salaries, and potential for quick promotion up a career ladder. (The proportion of jobs within Plymouth at manager, senior official, professional and technical levels is 39% compared with a national average of over 44%.) They are often adjacent or close to other labour markets which enable job change and career progression without further domestic relocation. A fuller explanation of the migration dynamics of the Plymouth Labour Market is given in Appendix 2.
- 3.3 The data also suggest that this outward migration of talent may reverse its flow for those in later life, and the City appears to attract talent at age 50 and above. Perhaps this is when the area's natural assets of quality of life and environment play a larger role than the availability of an expanded job market offering opportunities for early reward and rapid advancement.
- 3.4 A result of this migration dynamic is that the remaining indigenous workforce tends to display characteristics of lower than average skills and ambition. If one of the major issues for the Plymouth economy then is

talent retention one has to consider why there is talent migration in the first place. As it is suggested that movement away from the area is due to lack of opportunities locally this flow may only be reversed if

1. there is a sufficient expansion of higher level jobs and opportunities (and salaries), with sufficient competing employers in any sector, to provide a really attractive labour market for career-ambitious and talented young people; and/or
2. there are significantly increased incentives and opportunities for young entrepreneurs to exploit their talents and ideas whilst remaining in the locality.

This is an issue which more suitably relates to the Business and Inward Investment themes of the LES. There is currently no evidence that suggests that lack of skills is inhibiting economic growth within the city and current output from skills providers will support business growth and small to medium scale inward investment.

- 3.5 The survey of priority sector employers undertaken in 2010 revealed a slightly higher than national average number of hard-to-fill vacancies in some sectors, of which just under half were related to skills shortage vacancies.⁴ However these skills shortage vacancies were reported to relate primarily to practical employability skills⁵ and to insufficient work experience rather than to higher-level skills gaps, or lack of specific technical skills. Some sectors did report skills shortage vacancies related to middle level administration posts in the second quarter of 2010 but recent interviews have confirmed that these vacancies have disappeared (probably as a result of the release of such skills into the labour market from public sector organisations).

⁴ The standard definition of hard-to-fill vacancies includes all vacant positions which employers report as being difficult to fill (which may be for a variety of reasons). These will include skills-shortage vacancies, which may attract applicants but cannot be filled because of a lack of required skills.

⁵ Defined in the Statement of Work and Skills Priorities as

- self-management – punctuality, time management, fitting dress and behaviour to context, overcoming challenges, asking for help when necessary;
- thinking and solving problems – reflecting on and learning from actions, prioritising, analysing situations, and developing solutions;
- working together and communicating – co-operating, being assertive, persuading, being responsible to others, speaking clearly and listening for a response;
- understanding the business – understanding how a job fits into the organisation; recognising the needs of customers and service users; judging risks etc.

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- 3.6 The implication of this for the Skills Theme action plan is that actions should initially focus on:
1. General Employability Skills-*for young people and adult unemployed*
 2. Enterprise skills (including but not exclusive to entrepreneurship)⁶–*for young people and adults*
 3. Supply of apprenticeships within local employers (where there tends to be a greater retention rate of people already in employment in the area) – *at all levels, but especially Level 3*
 4. Improved understanding of career paths and opportunities locally – *especially for higher level school, college and university leavers*
 5. Acquisition of higher STEM technical skills – *for young people and existing workforce.*
- 3.7 STEM (Science, Technology, Engineering and Math related) skills are fundamental to the support of growth in Plymouth priority sectors, especially advanced manufacturing; marine, maritime and offshore technologies; and advanced media. These skills are prioritized within national government policy, and the funding strategies which support schools, college and universities and driving providers to emphasise these skills. Significant current developments at the University of Plymouth, City College Plymouth and Plymouth College of Art support the increased acquisition of these skills.
- 3.8 The system for the provision of skills and support for those seeking employment is a complex one, as illustrated in Appendix 2. Engagement with learners and jobseekers is undertaken by a wide range of organisations, many of which are driven by national funding priorities and targets. However interviews with major stakeholders has revealed that there are a wide variety of actions already in place, or planned to come into place, to address the five issues identified in 3.6 above. These actions have been mapped against the work and skills priorities initially identified by Plymouth ESB from their 2010 analysis. The results (which do not represent a fully comprehensive audit) are also available as a separate Appendix 4 – Partial Mapping of Current Actions
- 3.9 The conclusion is that technical vocational skills provision in the city appears to be good, and increasingly related to STEM skills acquisition. The supply side of skills provision is currently meeting demand side needs. However vigilance must be maintained to ensure that the supply of STEM skills in Plymouth continues to increase, to reach higher levels at least in keeping with national targets, and ultimately to exceed these where those skills relate to priority growth sectors.

⁶ Enterprise skills are taken to include skills of innovation, initiative, etc. and are not restricted to those skills related to self-employment and business start-up. They are equally valued by large and small employers, as well as being essential for entrepreneurs.

4.0 Key Issues

4.1 A number of actions remain necessary both in terms of the key issues identified in section 3.6. and in general terms.

1 The fragility of current and planned provision to support general employability skills for young people and adults.

Schools and academies are making some headway in improving employer engagement and developing general employability skills in young people through a number of PCC and 14-19 partner developed projects. However the importance of such skills is not embedded mainstream funding (although the development of enterprise and entrepreneurial skills forms part of the national curriculum) and many of the current citywide projects are in danger of being withdrawn during 2011 due to lack of project funding beyond March 31st. PCC and the 14-19 team should be encouraged to persuade providers to support employability and enterprise skills as part of mainstream activities, as well as being supported in project funding applications. There are proposals for the Wise Theme Group to lead the development of an Education Business Consortium as a citywide partnership to support schools and academies with their links to Business, and to maintain a local emphasis on employability skills. Providers also await the findings of the Wolf Review of Vocational Education, which may have significant impact in this arena nationally.

The new DWP Work Programme has not yet been commissioned. Plymouth ESB has contacted all 15 organisations which have been approved to tender for the prime contract for the South West region in order to communicate Plymouth's priorities. There is no guarantee that the successful bidder will be an organisation with previous knowledge of, or contacts in, Plymouth. When it becomes clear what sub-contracting arrangements will be made for local delivery efforts should be made to ensure integration of this programme, as far as possible, with LES actions.

City College Plymouth is proposing a new approach to the provision of employability skills for all its learners in the establishment of an Employability Centre for September 2011. This will bring together and enhance a number of employability and enterprise related activities in the college into a co-ordinated central provision. This includes work placements/visits, master classes, workshops, mentoring, surgeries, self-employment awareness raising, business start-up guidance, and other activities. It will expand the current employer endorsement scheme, seeking additional employer partners. This is a project which deserves support, and may provide a model for citywide cross-partner adoption.

2 The need for a significant expansion of enterprise skills training for young people and adults.

There is a need for greater access to enterprise skills training for adults, particularly job seekers. Any actions proposed to address this should develop clear links with proposed actions under the Business theme to support start-up businesses through PGAIN, but should not be limited to higher-level skill holders. The proposed City College Plymouth Employability Centre (see previous paragraph) should be encouraged to interact with PGAIN.

When the DWP Work Programme becomes clear similar efforts for engagement and coordination of activities under this heading should be made as suggested under employability skills above. Activities should also coordinate with those under the *Get Britain Working* initiative and new proposals for Enterprise Clubs.

Enterprise training in schools, academies and colleges should be encouraged on wider enterprise skills, and not provide a narrow focus on entrepreneurial skills (see previous footnote 6). Many large companies have stressed how important enterprise skills are to their success, and these skills are sought in all employees. The skills of enterprise, innovation and leadership are also likely to become increasingly important in the public and third sectors as HMG policy on economic structural change impacts.

3 The need to extend the number and type of employers actively engaging with apprenticeship training for young people and adults.

The apprenticeship training programme in Plymouth is a very successful one. This area is currently first in terms of successful outcomes for apprentices (79% fully achieving) in comparison with other areas nationally. However the area is also currently showing lower growth rates in the overall number of apprentices than other sub-regions.

Apprenticeship providers stress that they have more capacity, and that there is unsatisfied demand from aspiring apprentices. Growth of the programme is currently limited by the number of apprenticeship places offered by employers. It is important therefore to encourage more employers to offer places, including SMEs working in consortia.

Plymouth Chamber is leading a '100 in 100' campaign in spring 2011 to recruit 100 additional apprenticeship places in 100 days. Similar events have already been successfully launched in other parts of Devon.

4 The promotion of local career paths and opportunities to graduates and high achievers

Despite the conclusion that a large proportion of graduates and high achievers seek employment outside the area it is important that Plymouth maximises its opportunity to fill suitable vacancies with locally qualified and resident candidates. University of Plymouth has a career Gateway programme for students and graduates which helps them find suitable employment. This, of course, is not restricted to local vacancies, and gives preference to University alumni. Vacancies arising from higher skills related initiatives (such as business incubation opportunities in the University, developments at Tamar Science Park and opportunities within Knowledge Transfer partnerships) clearly find their way to being part of the Gateway 'knowledge'. However there are undoubtedly many more opportunities for local employers to provide this project with information about career paths and opportunities within their companies. There is also a need to develop access to such information for other job seekers and careers support agencies in the area.

Exeter and Heart of Devon ESB is currently developing a series of career progression maps, linking illustrative jobs at skills levels from 2 to 4+ with the required skills and attributes. There should be an opportunity for Plymouth ESB to link with EHOD ESB to develop this work to cover relevant sectors in Plymouth.

5 The likelihood of public sector job loss in the coming years supports the need for a local action group, which can react quickly to small and large-scale job losses, and help retain talent in the area.

There are currently plans to maintain the Devon Action Force (DAF) of strategic partners who are charged with identifying and responding to situations of large-scale redundancies. This is a positive and helpful facility, which offers significant benefits both to employers in difficulties and to employees under threat. It operates at a strategic, and often confidential, level. It is suggested that in addition a local Plymouth action force be established, made up from key partners in training and employment support and other relevant activities who can respond quickly to support those at risk in the city area. This body could also pass on any local knowledge of potential job loss to the Devon Action Force. It would have the ability to focus on smaller scale job losses, and on the impact of accumulative job losses (often below the 'notified redundancies' radar) within specific communities, which don't necessarily trigger the Devon Action Force. Such a provision would help to reduce the impact of public sector job loss, and stem the further loss of talent from the area. It is important to stress that such a Plymouth Action Group would be

substantially different from the Devon Action Force, and would be referenced to it. It would enhance DAF actions locally by being essentially offering coordinated on-the-ground provision. In effect this would create a local ‘button’ which DAF itself could press into action when required. Similar models have been successful in the past, notably the partnership of providers built around the PACE project at Piquet Barracks, enabling rapid response and support for individuals in Plymouth under threat of job loss.

6 There is a need to ensure some means of coordination of the skills and employment network, especially when immediate responses, flexibility of provision, or coordinated information might be required.

The skills and employment ‘system’ is complex, with multiple players. In the event of the prospect of major inward investment in the area, or sudden significant expansion of a key employer or sector, it would be helpful to be able to communicate with all appropriate providers. This would provide the potential for developing skills intelligence and a profile of relevant provision in the area, or evidence of the potential for rapid and flexible response to new employer needs, in support of economic development activities. Plymouth ESB, through maintaining provider network contacts, could offer this role.

5.0 Recommendations

5.1 Based on the information gathered through the data analysis, employer survey and recent interviews, it is proposed that Members of the Plymouth Growth Board endorse the revised Skills objectives of the Local Economic Strategy, and the measures identified within them, as detailed below (NB these recommendations are for actions for the next 12 months):

Skills
1.0 Young People(before entry to labour market)
1.1 –Support Wise Theme Group in encouraging PCC and 14-19 partners to support the development of generic employability and enterprise skills in young people, and make best use of available resources.
1.2 – Encourage more employers to engage with City College’s Employer Endorsement Scheme in support of the Employability Centre.
1.3 – Ensure wider employer engagement with apprenticeship provision and increase in number of apprenticeship places.
1.4 – Recommend Plymouth Employment & Skills Board to develop sector based skills maps for use by local providers and advice agencies.

1.5 – Examine whether Gateway provision in University of Plymouth is a model which can be adopted for wider use in the city
2.0 Jobseekers and those at risk of redundancy
2.1 – Recommend Plymouth Employment & Skills Board to develop and articulate map of subcontracted provision for adult job seekers when DWP Work Programme has been contracted, and review whether additional actions are necessary to achieve local objectives. 2.2 – Establish a local action force (referenced to Devon Action Force) to respond quickly to job losses in Plymouth and to support those at risk of redundancy (irrespective of scale of job loss in individual workplaces).
3.0 Adult Workforce
3.1 – Establish productive links between PGAIN and City College Employability Centre. 3.2 – Review success of Employability Centre and evaluate potential for city-wide multiple-provider model.
4.0 Skills in support of economic growth and inward investment
4.1 – Maintain communication links with the diverse skills and employment network, in order to develop a model of rapid response which can quickly provide information on skills and labour resources which would support major investment and growth.

- 5.2 To ensure effective delivery of the revised objectives, the details of the individuals assigned to specific tasks and the mechanisms and milestones to deliver the above measures will be worked up and co-ordinated by the Plymouth Employment and Skills Board in partnership with Plymouth City Council and the various leads as confirmed by the Plymouth Growth Board. It is also proposed that quarterly monitoring reports are distributed to the Skills theme sponsor and the PGB to update on progress against set milestones/outputs. This will be co-ordinated by PCC with the support of PESB and all individuals responsible for the delivery of the recommendations will be required to provide the necessary information.

Graham Stirling – Sponsor
Graham Morris – Project Director, Plymouth Employment & Skills Board
February 2011

Appendix 1
People contacted as part of review

Andrew Ashley -	Enterprise Plymouth
Cindy Dalgleish –	PCC Creative Economy Director
Sue Dann / Debbie Joce -	Working Links
Phil Davies / Alison Lewis –	City College Plymouth
Steve Gerry –	Advanced Engineering Sector lead
Nigel Halford –	Tamar Science Park
Simon Hall/ Kevin Kelway -	Outset Plymouth
Patrick Knight -	PCC Head of Place Management
Craig Marshall -	Training Provider Network
John McColl -	Brake Farm
David Parlby -	Plymouth Chamber
George Skinner –	Marine Industry Sector lead
Richard Thomas –	Federation of Small Businesses
Dennis Venn –	Business Services Sector lead
Peter Whitehouse -	Babcock
14-19 Team leaders -	PCC Children’s Services
Wise Theme Group -	Plymouth 2020

Plymouth Employment and Skills Board discussed and approved this report at its meeting on 22nd February 2011.

Appendix 2 Plymouth Labour Market Dynamics

Before entry to the labour market Plymouth's (younger) population displays at least as high a potential for achievement and ambition as any other. It is probable that, given the university's undergraduate population, the City produces an above average number of graduates for a city region of some 400,000 people. There is no shortage of highly skilled (Level 3, Level 4 and higher) young people coming on to the labour market.

The difficulty lies in the ability of the local labour market to absorb this talent. There is a relatively low (and in recent years relatively slow growing) demand locally for graduate employees (especially outside the public sector), and the career opportunities for ambitious and qualified (Level 3 plus) school and college leavers are limited. Opportunities for individuals to move, in early career stages, from one employer to another in order to advance their careers rapidly are restricted by the lack of adjacent (or easily commutable) labour markets, so there is no significant clustering of employers offering similar opportunities or progression, or competing hard for new entrants.

The consequence of this is that many talented young people are attracted to other areas and other labour markets as school, college or university leavers. See Fig 1 below:

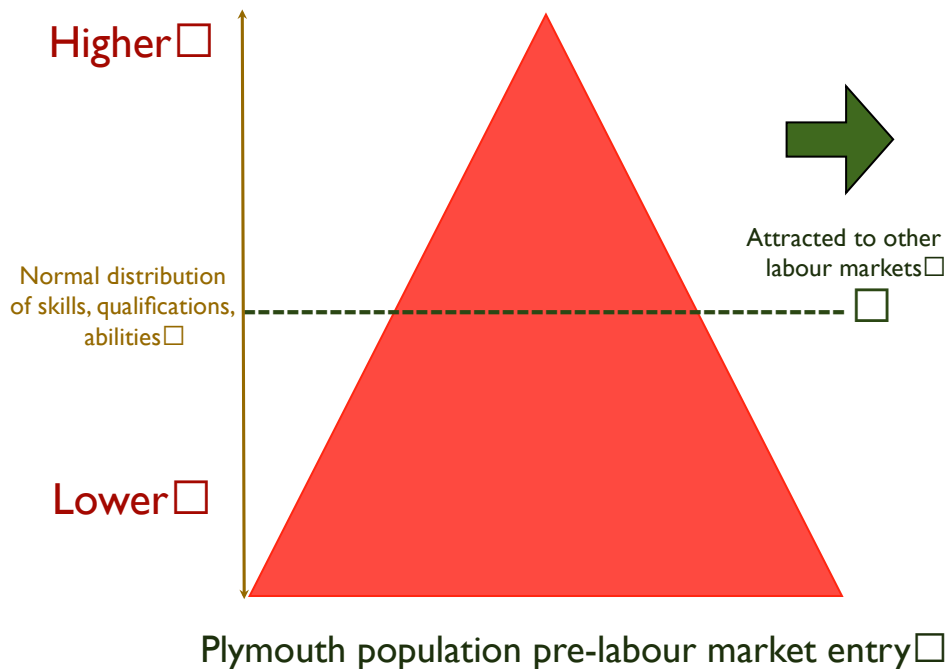
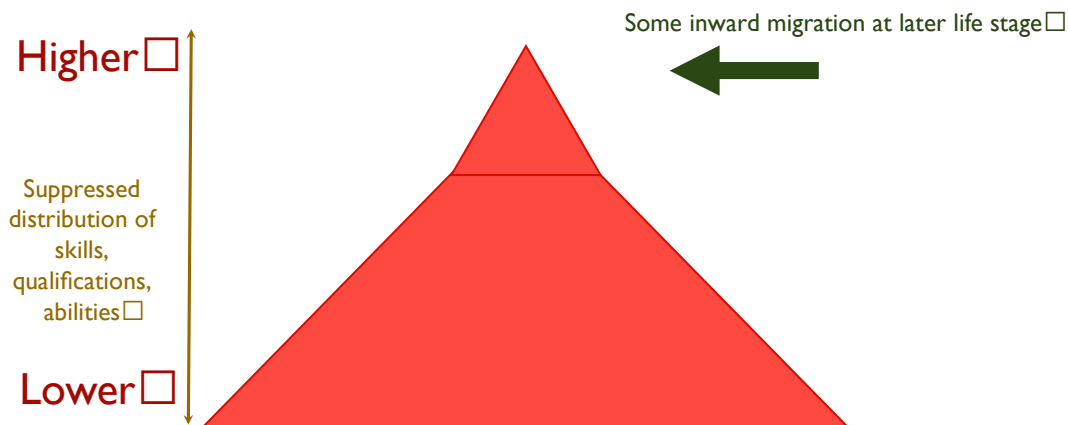


Fig 1

This illustrates a normal profile of achievement before labour market entry (in reality more bell-shaped than triangular), but this is followed by a migration from Plymouth at the higher levels of achievement. This is due to the 'skimming' effect created by the attraction to other areas with larger populations (or adjacent populations), with consequently greater prospects of early career advancement, resulting from higher salaries, clusters of competing employers, and the ability to change employment for advancement without further major relocation.

The consequence of this is illustrated in Fig 2 below:



Plymouth workforce after 'skimming' effect of migration to other labour markets

This shows the remaining indigenous workforce, which is biased towards lower achievement (and sometimes by definition, lower aspiration). A limited rebalancing is effected by inward migration of skilled personnel at a later stage in their lives/careers, when other considerations, notably quality of place (which is one of Plymouth's attributes) become greater influencing factors than further career moves.

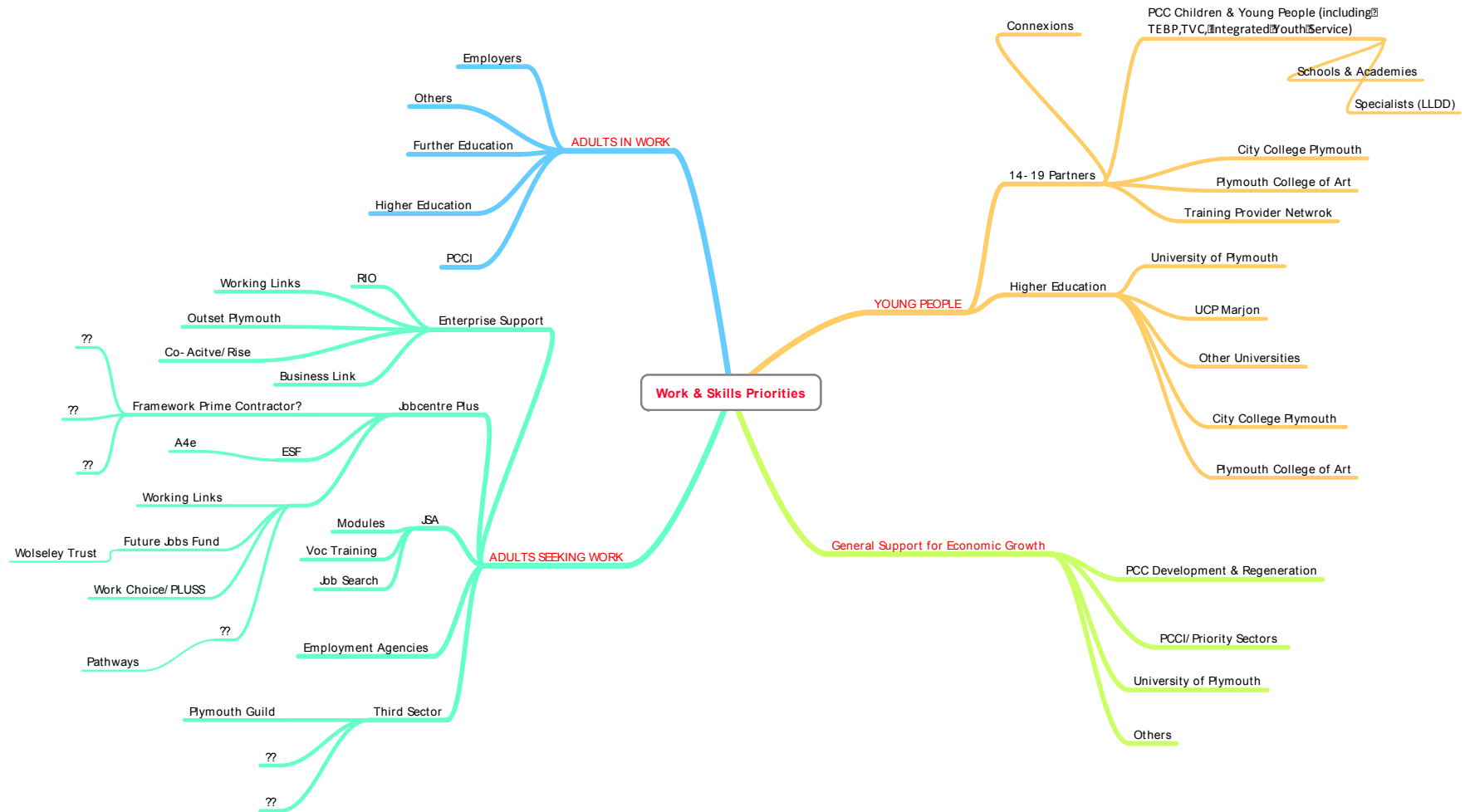
Greater output in terms of skills, qualifications and aspiration from the City's schools, colleges and HE would not reverse this trend – in fact it would more likely fuel it. Potential increases in the numbers of young people progressing to HE in local institutions is not likely to significantly affect post-HE choices. The migration dynamic is only likely to be effectively challenged by a growth in the demand side – a significant expansion of high skilled (and higher paid) jobs locally. This, accompanied by similar growth in Exeter, Torbay and Truro, is the

sort of scenario that might be required to really achieve any significant talent retention in the sub-region.

This migration of talent provides an explanation for the relatively low profile of 25-45 year olds in the local workforce, and for the fact that the local workforce shows characteristics of comparatively low qualifications (and skills, if qualifications are taken as a proxy). It also goes some way to explaining why local employers report difficulty in recruiting qualified staff with some 10 years or so experience, due to the lack of adjacent labour markets providing a potential pool of applicants from employers operating in similar activities.

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Appendix 3: Map of employment and skills delivery network showing (some) primary delivery points affecting skills and work outcomes in the Plymouth area



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Appendix 4: Partial Audit of Current Actions Supporting Work and Skills Priorities

ESB Work and Skills Priorities	Key actions suggested within PESB Statement of Work & Skills Priorities	Driving agency/partner Strategic objectives	Actions – current and immediate future
For 14 – 19 young people		PCC and 14-19 Partners 14-19 Operational Plan	Current and Future (NB – those in red will discontinue from September 2011 unless a new source of funding is found)
Improve young people's understanding of, and aspirations for, work	<ul style="list-style-type: none"> • Expand range of high-quality work-experience placements available particularly priority & growth sectors and STEM-related) • Support release of teachers to spend time in industry • Enhance provision of LMI and improve IAG practitioners understanding of career opportunities and skills requirements in priority sectors • Support exchange of good practice in careers IAG • Make case for resourcing careers IAG in schools and colleges (and for those returning to work • Expand provision of Enterprise Days, in partnership with business, with focus on priority sectors & STEM 	<p>3.1. To ensure all providers have adopted the citywide IAG policy and are working within the agreed baseline programme for CEIAG.</p> <p>3.2. To ensure the 14-19 Prospectus is up-to-date and becomes an integral part of the IAG process</p> <p>3.3. To develop the CAP with a view to making it available to all young people across the city</p> <p>3.4. To promote IAG through industry education events and other activities, Inspire, careers events etc</p> <p>3.5. To review and develop IAG resources available to support careers education within Plymouth</p> <p>3.7. To develop employer engagement to support careers education within Plymouth schools/colleges</p>	<p>Connexions manage IAG network - providing employer led input at quarterly meetings to increase IAG's practitioners' understanding of careers pathway in specific sectors Connexions teams – organise quarterly Employer days</p> <p><i>PCC/partners – Current programme of upgrading and producing new LMI sector based brochures in PDF format for use by IAG/schools practitioners</i></p> <p><i>PCC/partners -Pilot in development for a Progression Route Model aimed at providing sector led qualification pathways to support IAG/schools practitioners in careers advice.</i></p> <p><i>PCC/Connexions/partners 'Inspire'event – Staging annual careers and education event attracting over 50 exhibitors and 2200 students and parents in October 2010 at UoP</i></p> <p>Connexions – Promotion and support the achievement of Investors in Careers or</p>

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		4.1. To ensure that curriculum planning across our providers reflect the economic need and priorities of the city and south west region	<p>equivalent in schools and colleges.</p> <p><i>TEBP – Facilitating Education and Business partnerships by providing central support & guidance to employers, schools & colleges and maintaining the database information to manage this process efficiently and effectively.</i></p> <p><i>TEBP – Organises teacher placements into business and promote opportunities offered by companies.</i></p> <p>TVC facilitates post-16 Work related learning programmes linked to work placements</p> <p>TVC produce catalogue of pre-apprenticeship programmes which provide progression opportunities that reflect local economic needs</p>
Improve young people's understanding of, and aspirations for, work		City College Plymouth: Strategic Plan 2010/11	<p>City College Plymouth - Employer Engagement policy</p> <p>City College Plymouth – proposed Employability Centre (September 2011)</p>
Support the development of generic employability	<ul style="list-style-type: none"> Emphasize the importance of integrating employability skills into programmes of learning Support people to recognise their generic skills, the transferability of these skills across different work contexts and their applicability in a 	<p>3.7. To develop employer engagement to support careers education within Plymouth schools/colleges</p> <p>4.7. To encourage entrepreneurship and extend opportunities to develop employability skills in young people</p>	<p>TEBP – Successfully facilitates “You’re Hired” a business-led Work Challenges programme, now in its 3rd year, TEBP aims to grow the number of businesses involved in this city-wide initiative each year.</p> <p>TEBP – Organises “The most employable 17 year old in Plymouth” which involves two 6th</p>

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	<p>wide range of employment, and to represent these skills effectively to employers</p> <ul style="list-style-type: none"> Promote mutual understanding between employers and young people and the opportunity to acquire employability skills through a range of activities (inc Enterprise Days, work experience, work trials, student business projects and graduate internships) 	<p>4. 4 To continue the phased introduction of Foundation Learning through the TVC and Special School Pilots.</p> <p>City College Plymouth: Strategic Plan 2010/11</p>	<p>form challenges delivered in each school with Final Competition in June.</p> <p>Foundation Learning Pathway pilot - 6 TVC schools integrate employability skills with vocational learning, functional skills and personal and social development.</p> <p>City College Plymouth - Employer Engagement policy</p> <p>City College Plymouth – proposed Employability Centre (September 2011)</p>
<p>Expand Enterprise Education for young people</p>	<ul style="list-style-type: none"> Expand Enterprise Education for young people Promote enterprise education, emphasising the need for sufficient funding and priority to be dedicated to this activity, both by government and by individual schools Expand the provision of Enterprise Days, designed in partnership with business, particularly those with a focus on priority sectors Identify business leaders prepared to act as 'Enterprise Ambassadors' Encourage businesses to get involved in the design and delivery 	<p>4.7. To encourage entrepreneurship and extend opportunities to develop employability skills in young people</p> <p>4.8. To encourage innovative approaches to Work-Related and Enterprise Learning to motivate learners and to raise standards.</p>	<p><i>Pilot of "Whizz Kids" Business Club, extracurricular opportunity to build student Enterprise knowledge, experience and confidence of 16-19 year olds, including business mentoring. Starts in January 2011.</i></p> <p>TEBP – Provides support for the Young Enterprise Company Programme for Plymouth schools – e.g. business advisers, trade fairs, annual awards.</p> <p>TEBP – Provision of Enterprise support from businesses and Entrepreneur Ambassadors facilitated through EBP</p> <p>TEBP – Working with business to design realistic business simulations to promote specific</p>

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	of high-quality enterprise education and entrepreneurship projects and activities		sector and skills requirements e.g. Marine Sector challenge on water transport.
Support the acquisition of technical and STEM skills	<ul style="list-style-type: none"> Encourage young people to study STEM subjects and acquire STEM skills through activities such as supporting Enterprise Days, school-industry projects and work experience Encourage growth in the supply of Apprenticeships in STEM-related occupations Work with training providers to ensure that the technical skills requirements of key sectors are clearly understood and that progression routes exist, are mapped and articulated to employers 	<p>3.6. To work with Parent Partnership as the key consultation and communication channel through which to ascertain and meet the needs of parents and carers on 14-19 pathways, including HE progression</p> <p>6.3. To improve IAG at post 16</p> <p>6.5. To improve uptake in the physical sciences and maths at post 16</p>	<p>Connexions/PCC related activities: Training organised:</p> <ul style="list-style-type: none"> For Careers Coordinators – in recognition that all staff should be able to provide some IAG in their own subjects. On STEM to DT, Maths and Science Advanced Skills Teachers (they in turn will train other teachers) <p>Teacher subject networks - Promote the uptake of STEM subjects at A Level BTEC</p> <p>STEM Conference - 7 schools attended involving over 100 Yr 11 students</p> <p>'Science Cafes' - held at various schools encouraging pupils to link STEM subjects with future careers.</p> <p>STEM' Ambassadors -Students from the university visit schools as STEM' Ambassadors.</p> <p>Girls Geek Dinner - linking schools with the university and encouraging girls to follow careers in STEM based occupations.</p> <p>'Into Industry Project' - involving 80 post 16 students, which is accredited and run by Engineering companies.</p> <p>STEMNET partnership - Supports and provides materials via the 3 EBPs</p>

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			<i>Primary STEM learning provided at Seymour House with business supporters.</i>
Increase the supply of Apprenticeships	<ul style="list-style-type: none"> Encouraging more employers to offer high-quality Apprenticeship places at all levels, particularly in priority sectors where there is unmet demand from Apprenticeship applicants Support the introduction of new Apprenticeship frameworks at all levels, particularly in occupations and sectors where Apprenticeships are comparatively new 	To encourage employers to turn Jobs without Training into Jobs with Training	<p>NAS -Employers targeted through their local networks i.e. the Chamber of Commerce, Federation for Small Businesses, employer groups such as the Plymouth Manufacturing Group</p> <p>NAS - Mail and e shots, articles in the press, entries on key website, presentations prepared and used to promote apprenticeships and RPA</p> <p>Enterprise Plymouth Limited - Set up and evaluate a business mentoring support programme</p> <p>NAS/Careers SW - Analyses conversion of young people who are in jobs without training into apprenticeships</p>
		NAS 100 in 100 Apprenticeship campaign	PCCI – campaign to recruit 100 additional apprenticeship places
		City College Plymouth: Strategic Plan 2010/11	

ESB Work and	Key actions suggested	Driving agency/partner	Actions – current and
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Skills Priorities	within PESB Statement of Work & Skills Priorities	Strategic objectives	immediate future
For adults seeking work		Jobcentre Plus DWP Work Programme (to be introduced in 2011)	
Tackle Unemployment	<ul style="list-style-type: none"> • Raise employers' awareness of skills in the area and encourage them to advertise vacancies and recruit locally • Demonstrate the added value for employers of developing recruitment strategies in partnership with Jobcentre Plus and Work Programme providers • Highlight success stories where employers have benefited from working in partnership to recruit local people 		City College Plymouth - Employer Engagement policy
Provide Information, Advice and guidance services for Adults (including public sector workers at risk)	<ul style="list-style-type: none"> • Prioritise the development of an effective all-age guidance service which provides adequate support to all adults, including public sector workers at risk of redundancy 		
Support the development of generic employability skills	<ul style="list-style-type: none"> • Emphasise the importance of integrating employability skills into programmes of learning • Support people to recognise their generic skills, the transferability of 		City College Plymouth – proposed Employability Centre (September 2011)

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	<p>these skills across different work contexts and their applicability in a wide range of employment, and to represent these skills effectively to employers</p>		
<p>Maintain and improve access to enterprise support for public sector workers under threat and people who are unemployed</p>	<ul style="list-style-type: none"> • Assess the potential of business mentoring programmes and the scope for rolling out effective approaches in the Plymouth area • Ensure the availability of enterprise and mentoring support to public sector workers and to unemployed people who are considering or starting up in business or self-employment 		

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ESB Work and Skills Priorities	Key actions suggested within PESB Statement of Work & Skills Priorities	Driving agency/partner Strategic objectives	Actions – current and immediate future
For Adults in Work			
Promote talent retention and re-deployment of former public sector workers	<ul style="list-style-type: none"> Promote the development of a talent retention/redeployment service for highly-skilled public sector workers at risk of redundancy Link to retention of local action force which can react quickly and specifically when threats are known 		
Promote graduate retention	<ul style="list-style-type: none"> Raise employers' awareness of, and engagement in, programmes supporting graduate employment and business development 	University of Plymouth	Knowledge Transfer Partnership programme GAIN project
Support the acquisition of technical and STEM skills, particularly in priority sectors	<ul style="list-style-type: none"> Encourage growth in the supply of (adult) apprenticeships in STEM-related occupations Work with training providers to ensure that the technical skills requirements of key sectors are clearly understood and that progression routes exist, are mapped and articulated to employers 	University of Plymouth City College Plymouth Plymouth College of Art	
Promote leadership	<ul style="list-style-type: none"> Drive demand for leadership and 		

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and management development	management development by <ul style="list-style-type: none">○ Raising employer awareness of the potential benefits of leadership and management development○ Making the case for continued public sector support for leadership and management development initiatives		
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ESB Work and Skills Priorities	Key actions suggested within PESB Statement of Work & Skills Priorities	Driving agency/partner Strategic objectives	Actions – current and immediate future
General economic growth			
Promote enterprise support	<ul style="list-style-type: none"> • Maintain and develop employer access to a coordinated and accessible offer of enterprise and business support • Ensure that specialist sector support is integrated into this offer • Ensure that this offer is effectively communicated to employers and businesses, especially SMEs 		
Support inward investment	<ul style="list-style-type: none"> • Through developing and promoting the skills of the local workforce and highlighting the skills and business opportunities available to investors • Providing profiles of local skills and skills support network relevant to individual investor interests • Ensuring rapid response by providers to skills development needs of potential investors 		