

2020

Swindon & Wiltshire Skills Plan



Swindon & Wiltshire LEP

7/29/2020

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I. Introduction



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Since the creation of Swindon & Wiltshire Local Enterprise Partnership in 2011, we have focussed on establishing a strong alliance between local business and the public sector. The balance between the skills supply and demand, with all our communities participating, has been a critical part of this alliance.

A flurry of activity to date – from investment in education premises through to delivering skills development, mentoring schemes and careers advice – has introduced numerous improvements. However, the continuous shifts in both skills supply and demand levels mean that we cannot rest on our laurels.

Responding to rapid and often unforeseen changes has never been more important than now, as we contend with the COVID-19 pandemic and its immense impact on the world of work.



A handwritten signature in black ink, appearing to read 'P. Mark'.

Developed by our Skills & Talent Subgroup, which was established in line with the national guidance for Skills Advisory Panels from December 2018, this Skills Plan is a product of many months of work with numerous stakeholders, first to understand local skills and labour market needs, and then to develop action plans to respond to these needs.

Through this Skills Plan, we are pleased to introduce our shared approach to building a robust, employer-led and highly responsive local skills system, aligned to our emerging Local Industrial Strategy, further improving productivity of our area and ensuring that all our communities both contribute to, and benefit from, productivity enhancements.

2. Executive Summary

An overarching Skills Plan for the Swindon & Wiltshire Local Enterprise Partnership (SWLEP) brings together a range of existing strategies, programmes and plans, whilst removing duplication and gaps, reducing complexity and promoting a simple and clear message.

Driven by extensive analysis, which delivered deep insights into skills provision, demand and labour market intelligence, undertaken by the University of Bath on behalf of the SWLEP, the strategic choices outlined in the Skills Plan are founded on a robust evidence base.

The SWLEP's Local Industrial Strategy (LIS) and the People Foundation in particular, act as the key strategic drivers behind the Skills Plan.

The first priority is maintaining the balance between the skill supply and demand. The proportion of highly skilled jobs, which are typically coupled with higher productivity, is below the national average in Swindon and Wiltshire. We plan to address this structural weakness by increasing apprenticeship starts and achievements and improving Higher Education progression rates. This is expected to lead to more highly skilled people in our workforce, elevated average wages and higher productivity levels across Swindon and Wiltshire.

The second priority is inclusive growth, focusing on disadvantaged children and gender pay equality. Swindon and Wiltshire rank low amongst local authority

areas for social mobility, meaning that a child from a disadvantaged background is less likely to do well at school or in the labour market. The gender gap in hourly pay in Swindon and Wiltshire is relatively high when contrasted with the comparator LEPs and is higher than in England as a whole.

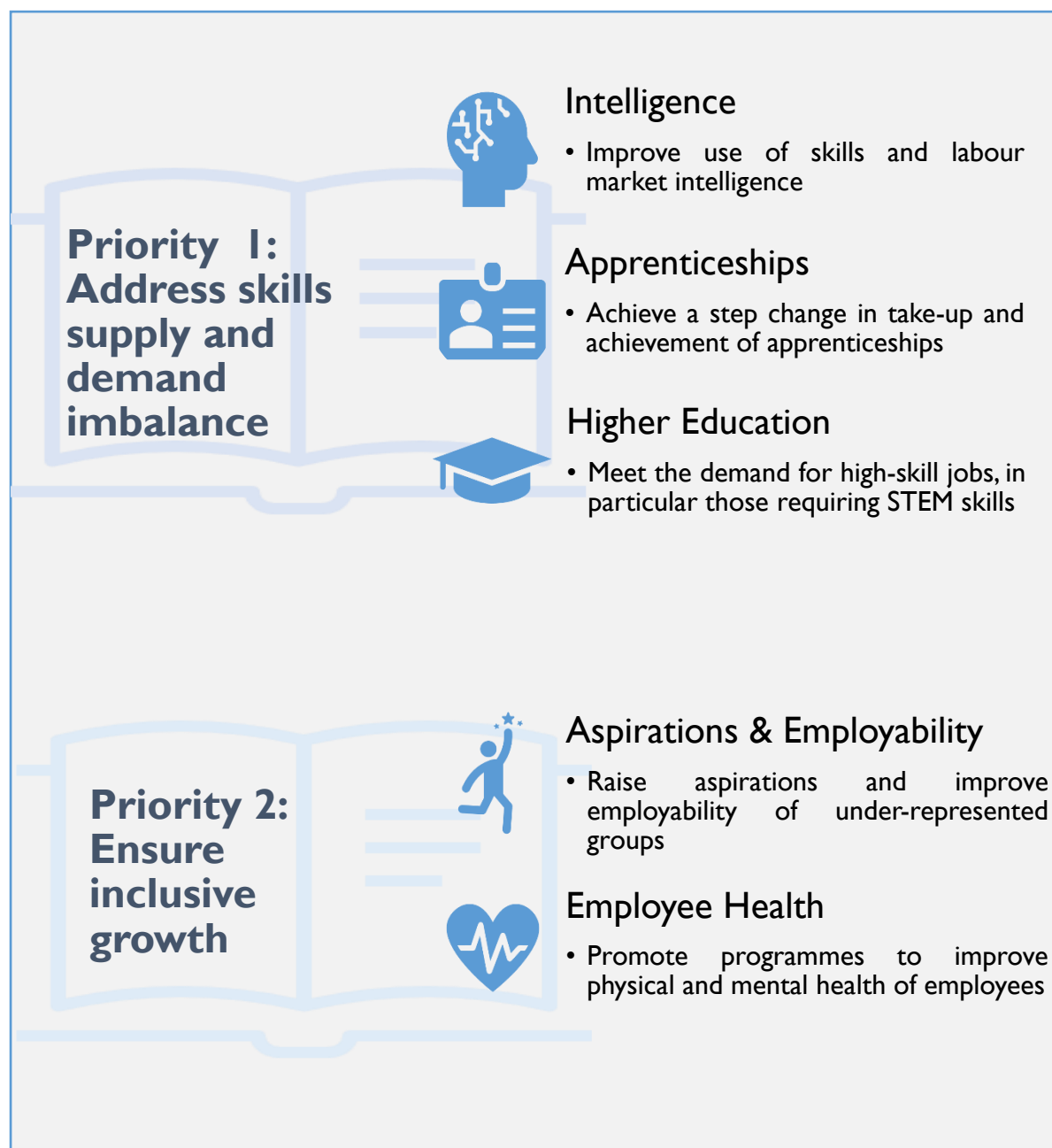
The first step towards addressing these inclusion challenges will focus on raising aspirations, which is expected to lead to increased education participation, especially for those from disadvantaged backgrounds, allowing them to get better jobs and increase their earning power.

These two priorities are underpinned by five strategic objectives, which can be seen in Figure 1. A number of resources will be employed to deliver our Skills Plan. Alongside the Growth Hub, Higher Futures and Careers Hub, this plan will also coordinate resources from the two local authorities, different government departments, local colleges, universities and businesses.

This document outlines the key drivers behind our strategic priorities, objectives and actions we are planning to undertake to address our skills supply and demand imbalance and deliver inclusive growth.

This is a forward-looking plan, focussing on the next five years. Therefore, the list of actions outlined is not exhaustive and will continue to evolve, with other actions arising in the future, driven by both internal shifts and external labour market changes.

Figure 1: Swindon & Wiltshire Skills Plan



3. Audit of provision, demand and labour market intelligence



We have analysed the economy of Swindon and Wiltshire in detail, to understand the key trends relating to the skills supply and demand. We have contrasted our performance with that of our comparator LEPs, including: Buckinghamshire Thames Valley, Dorset, Enterprise M3, Gloucestershire, Heart of the South West, Oxfordshire, Thames Valley Berkshire and West of England, as well as the national averages, to identify any aspects that require additional support. We have also highlighted any differences

between our two local authority areas, Swindon and Wiltshire, and plan to undertake specific actions to address these disparities.

Overall, we have a dynamic economy in Swindon and Wiltshire, with a number of strong and competitive sectors. The economy has grown at a compound annual rate of 3.1% since 2013, to reach £21.4bn Gross Value Added (GVA) in current basic prices in 2018. The area benefits from a diverse sectoral mix. The five largest sectors are: Manufacturing; Real Estate Activities; Wholesale and Retail trade; Professional, scientific and technical activities; and Financial and insurance activities. Together they generated 55% of GVA in 2018. Compared to the England average, Manufacturing accounts for a considerably larger share of GVA in Swindon and Wiltshire. Professional and Financial activities are also above the national average. Wholesale and Retail GVA is broadly in line with the national average, whilst Real Estate is slightly behind.

We have a low unemployment rate, standing at 3.5% in 2018 and significantly below the national 4.1%. The medial gross hourly earnings for full time workers in Swindon and Wiltshire were £14.00 in 2019, slightly higher than in 2018, but still below the England average of £15.01. Although incomes are relatively low in Swindon, house prices are also low, meaning that it is relatively affordable place to live. In Swindon, the housing affordability ratio, calculated by comparing the median house price to median gross annual residence-based earnings, was 7.53 in 2019 compared to the national average of 7.83. In contrast, Wiltshire was considerably less affordable with a 9.19 ratio in 2019.

Claimants, as a proportion of economically active residents aged 16+, have been steadily increasing in Swindon and Wiltshire since 2015, but are still lower than the UK or England average. In May 2020, 7.9% of the UK's economically active people were claiming benefits, compared to 5.8% in Swindon and Wiltshire. Based on the index of multiple deprivation for 2015, the area experiences greater levels of deprivation relative to comparator LEPs, but with low levels of extreme deprivation.

The Further Education (FE) participation and achievements in our area have declined recently, with increases in Swindon more than offset by Wiltshire's declines. In contrast to our comparator LEPs, Swindon & Wiltshire LEP has a lower percentage of young people staying for Higher Education (HE) or FE study or employment in the area in which they grew up. Local HE provision does not offer the capacity or range of study for local residents, which drives below-average uptake for foundation degrees and Higher Education.

Core STEM subjects, such as Engineering and Technology and Computer Sciences, are identified as the most popular subjects that employers would like to see delivered by Higher Education institutions. However, this demand is not being met by FE colleges, with non-STEM courses accounting for approximately two thirds of total learners in the academic year 2014/15. This was one of the key reasons behind the successful bid to establish the Government-backed Institute of Technology (IOT) in 2018, which is due to open in 2021.

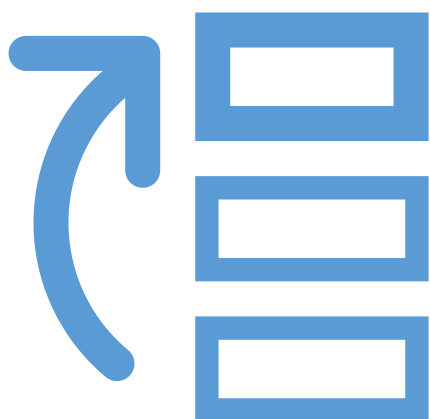
Higher National Diplomas and Certificates have good levels of uptake in the area, as do apprenticeship schemes. In both cases, employers have been increasingly engaged in their promotion.

From September 2021 onwards, New College Swindon will offer T-levels, with the Wiltshire College joining it from 2022. Both will deliver T-levels in industry areas that have been identified as having skills shortages, most notably digitalisation.

Swindon and Wiltshire have a lower overall number of employees with a European Union (EU) background. The estimated proportion of the workforce that were non-UK EU nationals in 2017 was 8%, lower than the national average of 10%. Also, reliance on EU nationals for 'hard-to-fill' vacancies was below the national average. Of the SWLEP employers that recruited non-UK nationals into "hard-to-fill vacancies", 37% hired EU nationals, compared to 46% for England overall. Because of this, Swindon and Wiltshire are expected to be less exposed to possible future restrictions on migration from the EU countries due to Brexit. Nonetheless, with the introduction of EU duty, Brexit will pose significant challenges to local businesses whose export focus is predominantly or wholly EU.



4. Strategic priorities



The extensive data analysis, upon which the Skills Plan is founded, showed that Swindon and Wiltshire's GVA per filled job was lower than that of England in 2017, although GVA per hour worked was comparable. The gap increased in 2018, with nominal unsmoothed GVA per filled job in both Swindon and Wiltshire declining slightly, whilst the national average increased.

The analysis also suggested that the two main challenges constraining growth and holding back productivity were:

- i. imbalance between skills demand and supply in places; and
- ii. low social mobility and lack of inclusive growth for some groups.

The key aim of this Skills Plan is to overcome these two challenges.

4.1 Addressing skills supply and demand imbalance

Upon closer examination, our skills supply and demand imbalance challenge appears to be driven by two main factors:

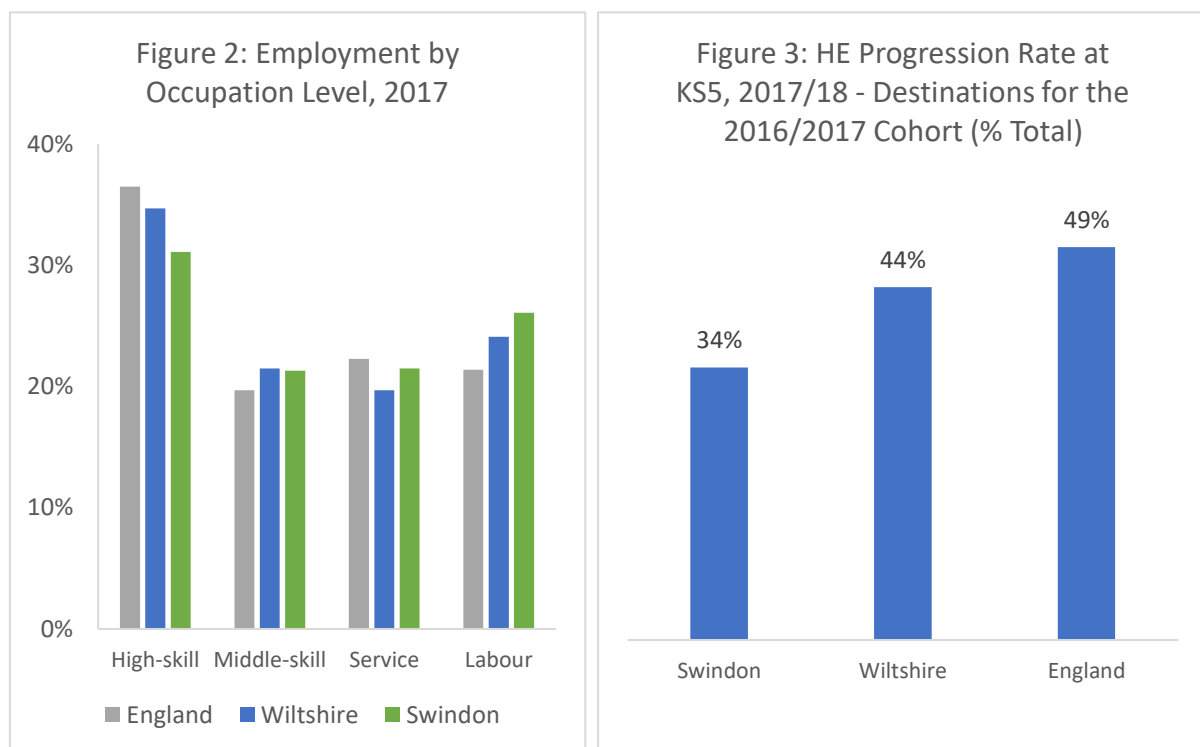
- below average proportion of high-skill jobs; and
- low apprenticeship starts and achievement levels.

In addition, it is important to develop regular intelligence reports to monitor changes in skills supply and demand, as well as scrutinise the results from our actions.

4.1.1 High-skill Jobs

The low proportion of high-skill jobs is seen as a structural weakness in Swindon and Wiltshire's economy. (See Figure 2.) Since higher outputs are typically associated with high-skill jobs, it is believed that this weakness is depressing our productivity levels. This is also thought to be driving lower average wages across the SWLEP area and lower gross value added (GVA) per filled job when compared to the national average. The structural

weakness in the high-skill labour market, especially in Swindon, is partly due to low Higher Education progression. (See Figure 3.)



Because the Swindon and Wiltshire Local Industrial Strategy aims to develop demand for higher skilled jobs in order to improve productivity, expanding our supply of highly skilled individuals is key to ensuring that we have a balance between skill supply and demand.

Currently, there are number of programmes running across Swindon and Wiltshire aimed at attracting graduates to the area. These include:

- Switch on to Swindon campaign;
- Bath Spa University Challenge Fund, awarded in 2018, to work in partnership with the Growth Hub on a project to match students to local vacancies;
- The Royal Agricultural University's new postgraduate and professional training hub in the Carriage Works in Swindon; and
- Development of the R&D space at the Porton Science Park.

However, evidence suggests that a contributing factor behind low Higher Education progression rates is the lack of a traditional university in the area. In addition to developing a highly skilled workforce and thus increasing productivity, the added benefits of a local university include: greater research and development activity in collaboration with the business community; an ability to recruit and retain high-skill teaching staff; and reputational benefits locally, nationally and internationally, which help to attract inward investment.

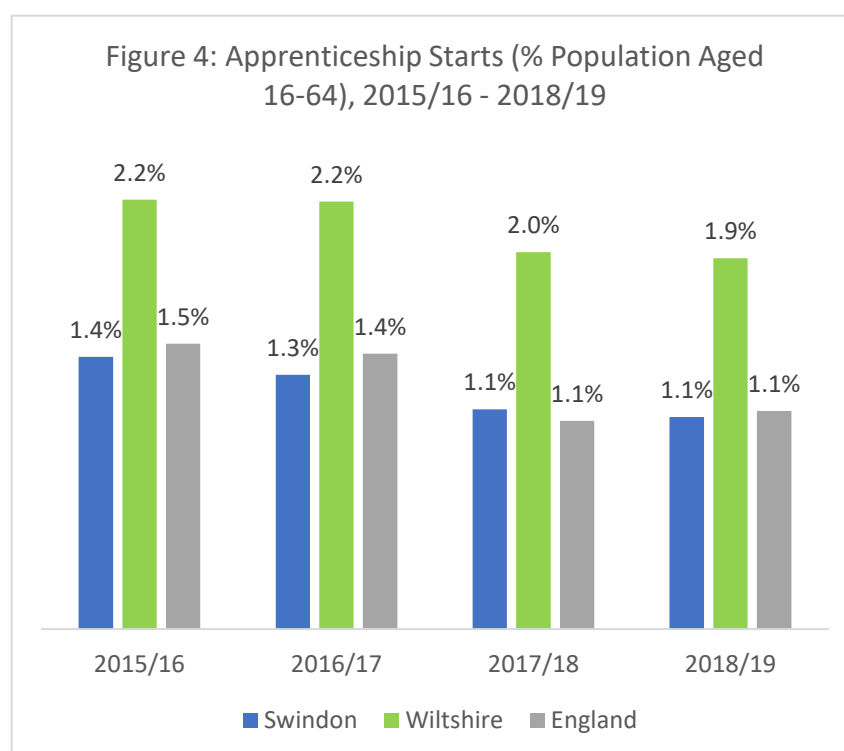
Although two universities from the neighbouring LEAs have sector-specific facilities in Swindon and Wiltshire, their offers are not always driven by the needs of all local businesses. There is also a lack of coordination between the offers of the universities operating in Swindon and Wiltshire and the three local Further Education colleges, which can lead to overlaps in provision, causing supply to exceed demand, as well as gaps in provision in areas of high demand. We have begun to address this through the merger of New College and Swindon College in 2020 and the establishment of the Institute of Technology (IOT), which will introduce better progression opportunities, greater choice and enhanced skills development. To fully address this challenge, however, ensuring maximum impact and the fastest response time, we are exploring an innovative concept of a business-led, federation of Higher Education providers operating under a single umbrella brand.

Since Science, Technology, Engineering and Mathematics (STEM) are among the key skills gaps identified, our forward-thinking approach to Higher Education provision will aim to stimulate growth in STEM subjects at Level 4 and above, including postgraduate study, through a variety of flexible routes and pathways, both full and part time and will build on the Institute of Technology (IOT) operations which commence in September 2021.

Equally importantly, the HE Federation will be business-led, allowing graduates to fill local job vacancies. To keep the investment costs low and ensure physical proximity between education and jobs, the HE Federation will operate across multiple campuses. It will promote its provision under a single brand, to reduce some of the complexity arising from bringing different institutions to work together. In time, we intend for this federation to turn into a university, whose provision will continue to be led by the demand from the local businesses.

4.1.2 Apprenticeships

Our analysis suggests that depressed apprenticeship starts and achievement levels are contributing to the skills supply and demand imbalance. Recognising that traditional degrees and diplomas are not suitable routes for skills development for everyone, apprenticeships are seen as an important alternative, both for young people and those employed wishing to upskill. Whilst the apprenticeship starts in



Swindon and Wiltshire were still above the national average, driven by Wiltshire's strong performance, the number of starts as a proportion of the working age population dropped in 2017/18 and is yet to recover, in line with the national trend. (See Figure 4.) We see a similar trend with apprenticeship achievements, with SWLEP above the national level but below its 2016/17 performance.

4.1.3 Intelligence

As well as addressing the twin identified challenges, namely the structural weakness and depressed apprenticeship starts, it is increasingly important to carefully monitor the changes and ensure that the skill supply is responding adequately. The Department of Education (DfE) financial support for Skills Advisory Panels has enabled us to undertake detailed analysis into our labour market which has not been possible before. This has demonstrated the importance of robust, comprehensive and timely insights to aid decision-making, enabling education providers, businesses, public sector organisations and individuals to make informed decisions about their career and training focus and investment.

A cross-cutting objective for our Skills Plan is the development of regular, granular intelligence reports to capture shifts in our labour market to enable us to respond to evolving circumstances. The impact of the Covid-19 pandemic on the economy locally, nationally and internationally has been significant and we need to closely monitor and respond to this shock. In addition to regular labour market updates, this will involve in-depth annual analysis, to measure progress against our objectives.

We have a range of resources available to us to address the challenge of skills supply and demand imbalance. Through the Skills & Talent Subgroup (SAP), SWLEP will work in partnership with its two unitary authorities, Higher and Further Education providers, including the emerging IOT, local businesses and training providers to address our education, employment and skills issues. In doing so, we will mobilise existing resources, including Wiltshire 100 and Swindon Borough Council's Business Retention and Expansion programmes, which connect with existing businesses to understand and respond to their needs, Growth Hub and Higher Futures team, the Careers & Enterprise Company and Careers Hub, European Social Fund (ESF) and European Regional Development Fund (ERDF) support programmes. We will also look to government departments, including the DfE, Department for Business, Energy & Industrial Strategy (BEIS) and Ministry of Housing, Communities & Local Government (MHCLG) for policy guidance and financial support where available.

This Skills Plan will bring these resources together to ensure that our intended objectives are met to balance skills demand and supply within the area. The more immediate focus is to reinvigorate the economy following the Covid-19 outbreak. In doing so, we expect to see apprenticeships regarded as a key career choice for young people, employees and businesses. The creation of the HE Federation is anticipated to increase HE progression rates and offer a more locally focussed HE offer. Finally, continued monitoring of the skills supply and demand through regular intelligence reports, which will allow individuals and providers to choose skills in demand by the local businesses.

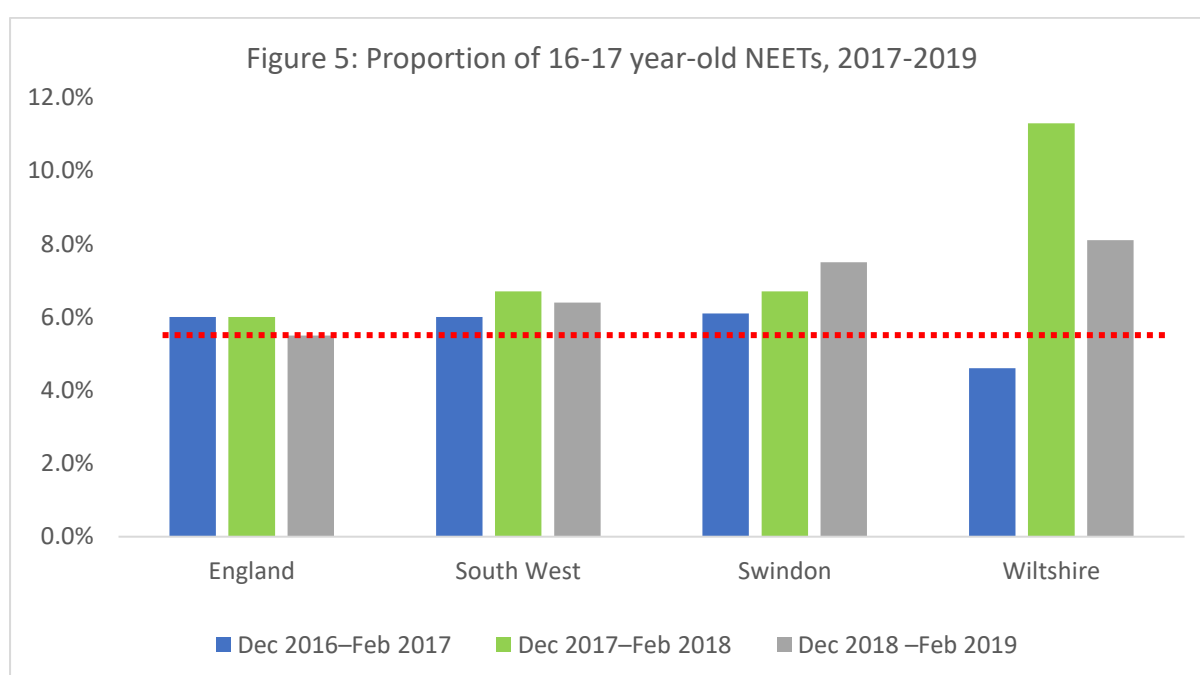
4.2 Ensuring inclusive growth across socio-economic groups

Our analysis shows two main concerns driving the inequalities:

- the proportion of young people aged 16 and 17 that are not in employment, education or training (NEET), with low aspirations a key driving force behind the low education and employment participation and below-average educational attainment; and
- healthy workforce, with a direct impact on output and productivity improvements.

4.2.1 Aspirations and Employability

This proportion of young people who are NEET has been increasing in Swindon and Wiltshire against a declining national trend. (See Figure 5.) The data for March 2020 suggests that Swindon's increases are due to fewer 16 and 17-year olds in learning, whilst for Wiltshire it is driven by lower levels of employment.



SWLEP has below-average attainment by age 19 which often leads to employment in lower skilled jobs. DfE research, published in March 2017, identified that attitudes and aspirations play a key part in explaining regional differences in participation, even after considering other factors, such as educational attainment. It concluded that although attitudes and aspirations vary by gender, ethnicity, area and socio-economic status, initiatives aimed at raising aspirations, changing attitudes and modifying behaviour are effective and can have a positive effect on levels of participation.

We will encourage everyone to improve their skills throughout their working life in order to secure better jobs and increase their earning power. We will do this by raising aspirations

and improving the employability of young people, in particular amongst those from disadvantaged backgrounds. This in turn is expected to lead to better progression rates and higher employment.

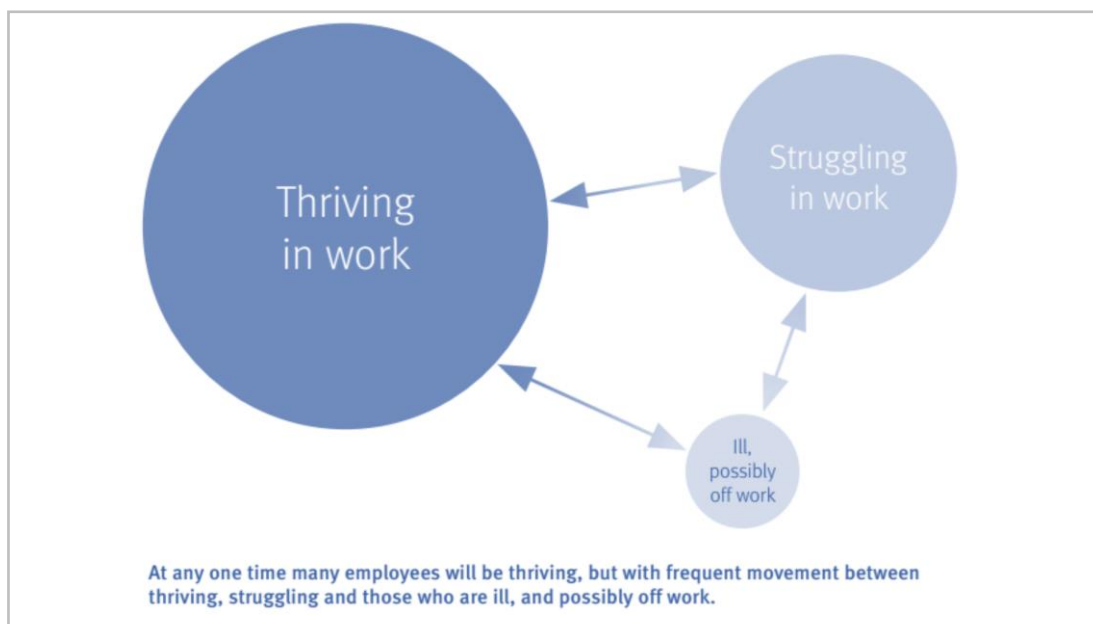
We will continue to use our Careers Hub to improve careers education and help prepare young people for the world of work. This will assist in addressing some of our skills challenges, in particular around NEETs and ensuring that young people can experience the workplace to raise aspirations. In responding to the Covid-19 lockdown, in the short term much of the offer will be delivered virtually. We will also mobilise other available resources, including local businesses and local and central government programmes such as:

- Uni Connect, which offers activities, advice and information on the benefits and realities of going to university or college;
- the national apprenticeship support and knowledge programme ASK;
- Adviza, which delivers our National Careers Service, and
- Department for Work and Pensions (DWP) school advisors, who support children from the poorest wards.

We will ensure that we have a robust approach to coordinating different resources, bidding for or supporting bids for funding to sustain this outcome.

4.2.2 Healthy Workforce

The second challenge holding back inclusive growth nationally is thought to be the health of the workforce. Various papers have been published highlighting that a healthy workforce is more productive, which strengthens economic performance and also makes economic growth more sustainable and inclusive. A key international marker for health is life expectancy. In its 2016 report, Public Health England pointed to a national gap of nine years between those living in the most deprived decile compared with those living in the most affluent for men and a seven-year gap for women. 9% of SWLEP residents live in areas that are among the 10% most deprived nationally.



The 2017 Stevenson-Farmer Review, *Thriving at Work*, estimates the UK cost of poor mental health to be over £74bn per annum. Various research has pointed to the significance of matching the skills of individuals with the skills they need to perform their jobs well. Skills for managing psychological and physiological symptoms of stress are also deemed important¹.

Responding to the impact from Covid-19, the importance of the workforce health is made even more prominent. As part of the Swindon and Wiltshire Skills Plan, we intend to work with partners to better understand the impact of skills on physical and mental health, employability and productivity. We will work with the NHS Federation and the two local Academic Health and Science Networks to develop and implement innovative skills programmes that lead to improved employee health and enhanced productivity.

In addition, employment rates for those with disabilities are still significantly lower than for those without disabilities. The House of Commons briefing paper published in January 2020 shows that nearly 8m people of working age (16-64) reported that they had a disability between July and September 2019. This represented 19% of the working age population compared to 14% in 2012, based on the Annual Population Survey. The report also shows that the UK unemployment rate for people with a disability was 6.7% in July-September 2019, compared to the unemployment rate of 3.7% for people without disabilities.

According to the 2019 NHS Digital data, the proportion of those aged 18-64 that received long-term support due to a learning disability and were in paid employment stood at 6.1% for Swindon and 5.0% for Wiltshire, compared to the England average of 5.9%.

Whilst the disability employment gap has continued to reduce, from 34% during July-September 2013 to 29% during July-September 2019, we expect this to rise due to Covid-19. With higher levels of unemployment overall, the competition for jobs has intensified.

We have already seen an impact when encouraging employers to engage with Special Educational Needs and Disability (SEND) schools as enterprise advisors. In addition, we are seeing the impact on apprenticeships and work placements, with supported internships expected to be hardest hit. The Careers Hub will have an important role to play with SEND settings now all engaged.

With a clear Skills Plan, using the available resources efficiently and effectively, we will:

- increase aspirations, with higher rates of participation in both education and employment for excluded residents;
- develop a better understanding of the link between employee health and productivity;
- work with partners to deliver improvements, which will lead to higher productivity and lower cost to businesses and government because of better employee health;
- continue to review and update our plan to respond to changing needs; and
- encourage everyone in Swindon and Wiltshire to improve their skills, regardless of their age, and achieve a better quality of life.

¹ Improving Employee Health and Well Being (Stress and Quality of Working Life), Ana Maria Rossi, et al.

5. The impact of Covid-19 on the Skills Plan



As a nation we are on the brink of an unprecedented recession. The impact of the Covid-19 pandemic on industry however has varied. Tourism is amongst the most negatively affected sectors, including food and drink, cultural and hospitality venues, accommodation and retail and travel. For these industries, as the country starts to emerge from lockdown, recovery is expected to remain sluggish, with consumer confidence and spending remaining depressed.

In contrast, several sectors and organisations have continued to thrive. The search for the Covid-19 vaccine and other remedies has kept the pharmaceutical industry strong financially, but has also seen people's faith in the sector, which has been low for years, begin to improve. Digital technologies, online retailers and streaming platforms have also seen an increase in popularity.

As a result, in order to balance the short- and long-term skill supply and demand, there are a number of issues which this Skills Plan will consider. (See Figures 6 and 7.)

Figure 6: Anticipated Short-term impact



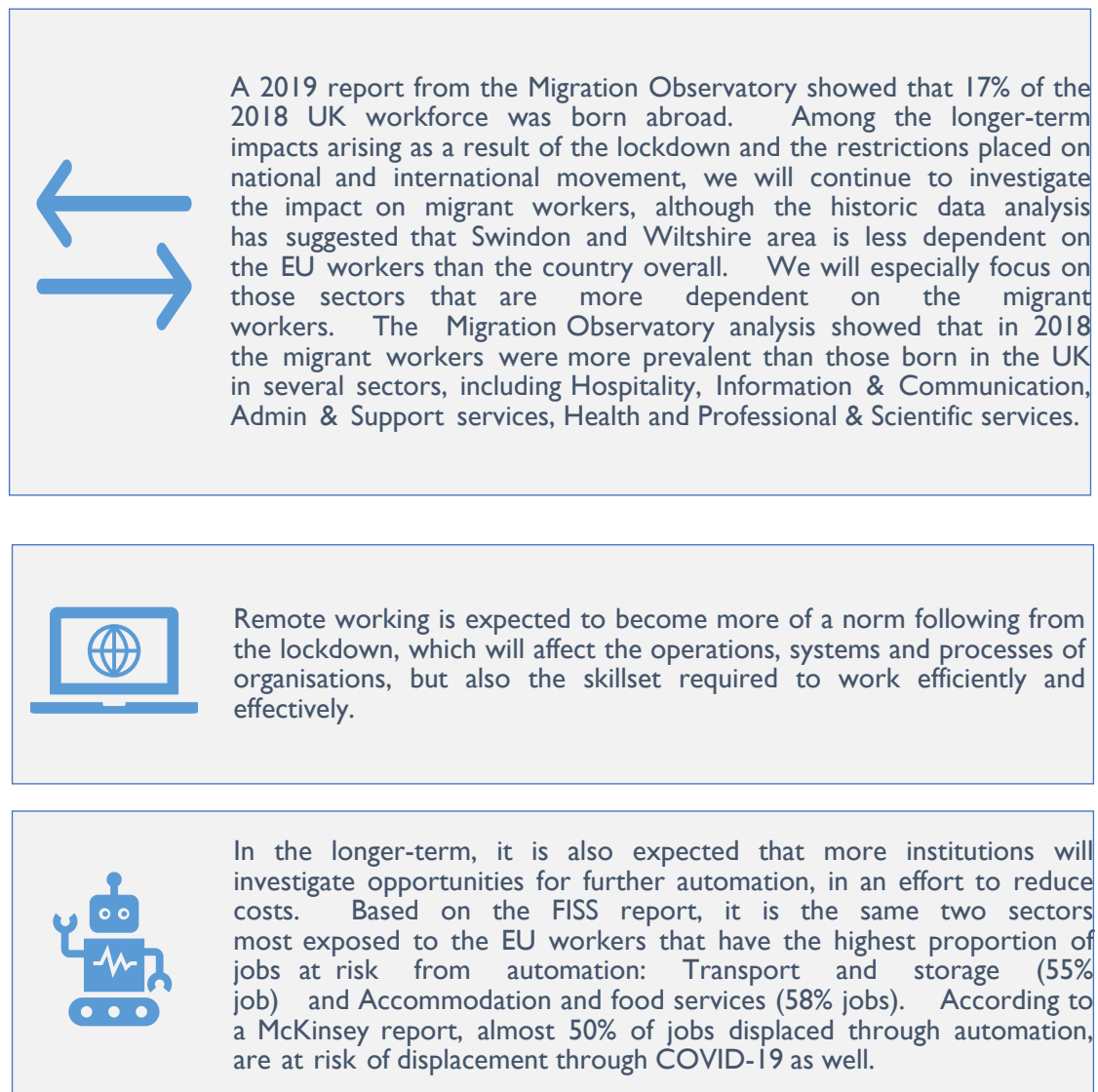
The local and national focus on the economic recovery following the easing of lockdown measures is likely to constrain our capacity in the short-term, making us unable to tackle some of the challenges identified in the Skills Plan. Therefore, the start time, and potentially also the delivery time, of some of the planned actions may be delayed.



Many of the objectives highlighted in the Skills Plan, in particular the growth of apprenticeship starts, improved Higher Education progression rates and better workforce health, are likely to be negatively affected by the lockdown. All of these measures are expected to decline in 2020 and the recovery to the 2019 levels, in some cases, is expected to take several years.

Education providers are anticipated to experience substantial disruption due to Covid-19. The UK universities could see a £2.5bn decline in their turnover next year according to a London Economics report from April 2020. Similarly, a survey undertaken on behalf of the Association of Colleges suggests that most colleges expect to see strong negative impacts from both a decline in apprentices and a drop in accommodation income. Despite the interruption caused by the Covid-19, both our strategic priorities, as well as the five objectives highlighted within them, are expected to remain relevant and therefore within our Skills Plan.

Figure 7: Anticipated Long-term Impact



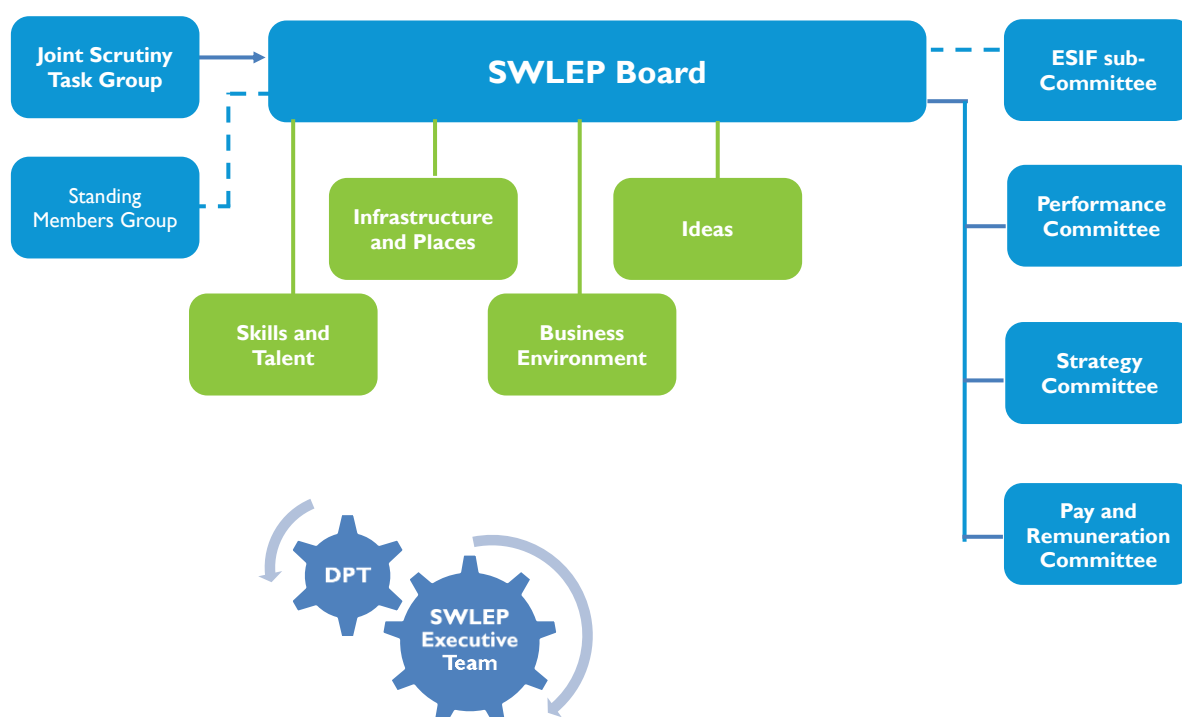
A more local analysis of the job vacancies shows that several occupations have seen a growth during April 2020, driven by the Covid-19 outbreak. The fastest growing occupations in Swindon and Wiltshire were: Care Workers and Home Carers, and Nurses. Amongst the fastest declining were: Sales, Customer Service, Chef and various business and management jobs. Both the increases and decreases have been broadly in line with the national averages and the SWLEP and its partners are working relentlessly on supporting the businesses affected, through the Growth Hub and other available resources. We will continue to monitor job vacancies as the lockdown continues to ease off and the recovery begins.

6. Governance, reporting and monitoring

Successful implementation of the Skills Plan will require close collaboration between local and national government, local businesses, universities, colleges and other local organisations.

To ensure that the intended outcomes are reached, Swindon & Wiltshire Local Enterprise Partnership will implement the Skills Plan through its existing governance and delivery structures. (See Figure 2.)

Figure 8: Swindon and Wiltshire LEP Governance Structure, 2020/21

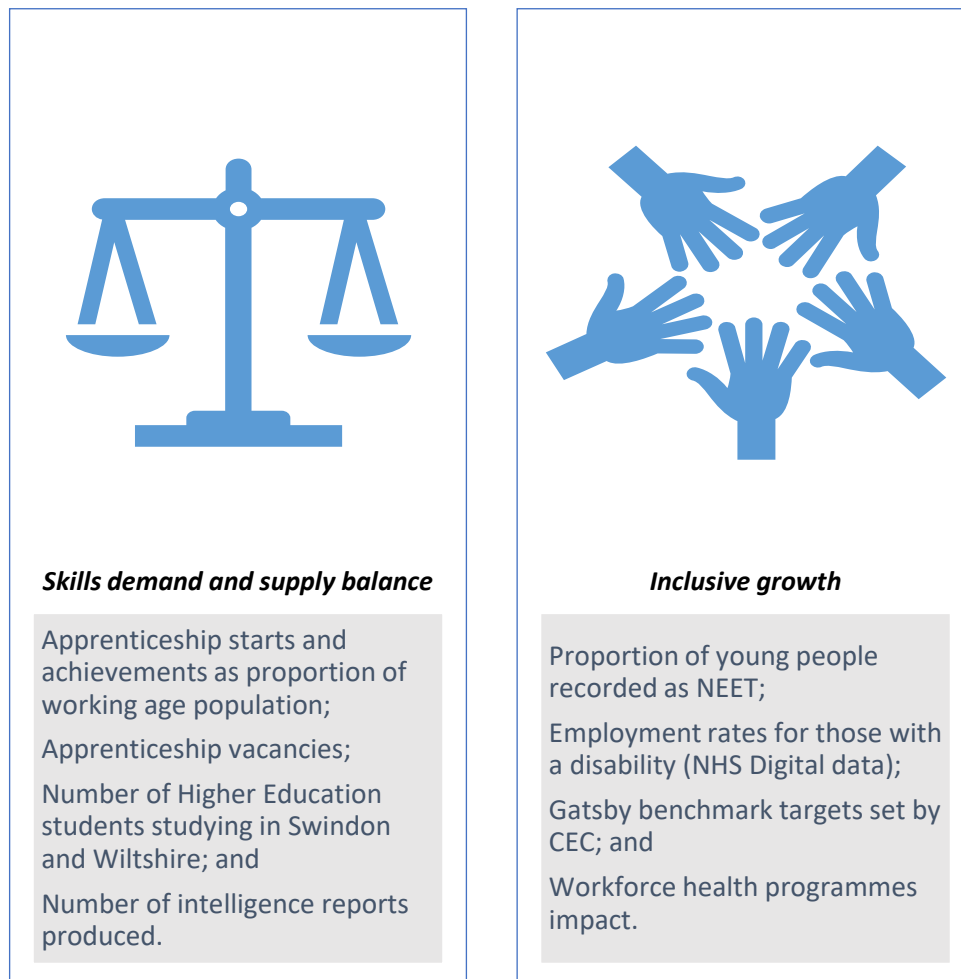


In line with the governance framework, the Skills Plan will be recommended to the Board for approval. The Skills & Talent Subgroup will be responsible for overseeing the effective implementation of the Skills Plan by monitoring its progress and reporting back to:

- the SWLEP Board on a regular basis, including in-depth, end-of-year reports;
- the Performance Committee, which has been formed to scrutinise our progress against targets and spend;
- the Strategy Committee, which will meet twice a year to oversee the delivery of the Swindon and Wiltshire Local Industrial Strategy, of which the Skills Plan is a key component; and
- the Department for Education, through a Local Skills Report setting out what we have done and how effectively we have implemented our plan.

The following Key Performance Indicators (KPIs) will be used to monitor the progress of the Skills Plan delivery:

Figure 9: Swindon and Wiltshire Skills Plan KPIs



The Swindon and Wiltshire Skills Plan is designed to be responsive to emerging challenges and short-term action plans will be developed by the Skills & Talent Subgroup to address these. We intend to undertake annual review of the Swindon and Wiltshire Skills Plan.

Finally, this Skills Plan will be used to guide the allocation of existing and future funding opportunities.

7. SWLEP Skills Action Plan 2020-21

Priority	Objectives	Actions	Lead Person	Partners	Start	Finish	Cost and Resources	Success Measures	Impact			
1	Address skills supply and demand imbalance	1.1 Improve use of skills and labour market intelligence	1.1.1	Establish "real-time" source of labour market intelligence (LMI)	SWLEP CEO		Mar-20	Apr-20	£ 10,000	Gained access to data sources, used to inform Covid skills response	Using data to understand skills supply and demand and develop appropriate and impactful response, including for Covid-19	
1.1.2			Share skills plan and underlying evidence base and promote participation in use of LMI data	SWLEP Skills Lead	Employer /provider reps on Skills and Talent Subgroup		Apr-20	Jul-20	6 days	Partners engaged and aware of skills supply and demand issues and what we are doing to address them	Partners use data sources and key insights to inform curriculum development and skills response; STEM learners increase; SME owners access training	
1.1.3			Develop a dashboard on the SWLEP website accessible to everyone	SWLEP Head of PII Implementation	SWLEP Growth Hub Manager		Aug-20	Dec-20	£20,000 for a 3rd party to develop the tool, 6 days for initial set up, 5 days per annum for manual data updates, 5 days for Growth Hub to promote	Website analytics show that the tool is regularly used	Wide range of stakeholders able to use data to understand the local skills supply and demand to underpin their decision-making	
1.1.4			Produce monthly LMI update reports	SWLEP Head of PII Implementation	SWLEP Director of Strategy and Policy, Swindon / Wiltshire Intelligence Cells		Apr-20	Mar-21	15 days	Reports produced and presented to the Skills & Talent Subgroup	Skills and Talent members use the data to inform their plans	
1.1.5			Produce an annual skills supply and demand and LMI report	SWLEP Head of PII Implementation	SWLEP Director of Strategy and Policy, Swindon / Wiltshire Intelligence Cells		Jan-21	Mar-21	15 days	Annual report provided	Report demonstrates the impact the use of LMI has had on the skills supply and demand	
1.1.6			Use the SWLEP platforms, including developing new virtual tools, to promote apprenticeship and career opportunities to young people and career changers	SWLEP Marketing Exec	Careers Hub Manager, LA Skills Teams, schools, FE colleges, DWP reps on Skills & Talent Subgroup		Jul-20	Jul-21	15 days	Regular reports produced, SWLEP website hosts information which is linked to SM activity	Gatsby BM achievement meets targets set by CEC, unemployment figures improve	
		1.2 Achieve a step change in take-up and achievement of apprenticeships	1.2.1	Acquire LMI tool for Careers Hub to promote apprenticeships to school leavers	Career Hub Manager	ASK, SWAAN, FE, GWP Providers , SASH and WASH		Apr-20	Mar-21	£5,000 5 days	YoY increase in school leavers on intermediate and advanced apprenticeships	More apprenticeship starts in the areas of skills shortage
1.2.2			Use all available resources to promote apprenticeships to SMEs and encourage more SMEs to employ an apprentice	SWLEP Skills and Enterprise Advisor	Growth Hub, SWLEP Marketing Exec, GWP Providers		Apr-20	Mar-21	12 days	More SMEs employing an apprentice and the actions need to go to providers who have large teams of employer engagement staff for this purpose	More SMEs benefiting from the apprenticeship scheme	
1.2.3			Leverage the use of nationally available resources to promote the benefits of apprenticeships	SWLEP Skills Lead	Head of Skills and Employment, Wiltshire Council, SWLEP Skills Lead, Growth Hub		Jul-20	Jul-21	6 days	Clear sign posting to nationally available resources in all of our comms	Progression pathways employed in a way to achieve maximum benefit in closing skills gaps	
			Work to secure investment to support apprenticeships to counteract the impact of Covid-19	SWLEP Skills Lead	LA Skills teams, GWP Providers		Jul-20	Dec-20	20 days	Increase in the number of apprenticeship opportunities and take-up	Apprenticeships for young people and those that lost their jobs used to close skills gaps	
1.2.4			Run a marketing campaign, targeting parents and students, to increase awareness of apprenticeships as a key career choice; aligned with National Apprenticeship Week (Feb / Mar)	SWLEP Digital Marketing Apprentice	SWLEP Marketing Exec, LA Skills Teams, GWP Providers		Sep-20	Mar-21	£5000 10 days	Marketing campaign implemented	More apprenticeship starts	
1.2.5			Support FE colleges to achieve successful implementation of T-levels through high quality business engagement	SWLEP Growth Hub Manager	FE Colleges, SWLEP Growth Hub Business Navigators		Sep-21	Aug-22	10 days	More work placements	More people completing T-levels	
		1.3 Build on the success of the employer input to the IOT and develop a business-led multi-campus federation of higher education providers to meet the demand for local jobs, especially those requiring STEM skills	1.3.1	Establish a strategic partnership with a group of committed employers and education providers to develop a framework for a successful business-led, multi-campus federation	SWLEP Head of PII Implementation	LIS Manger, SWLEP		Oct-20	Oct-21	30 days + 3rd party costs (e.g. legal)	At least 6 employers and 6 providers + independent business chair signed up to participate in HE Federation and a high-level framework developed	Business-led multi campus framework developed (strategy, heads of terms, governance)
1.3.2			Promote the Institute of Technology in Swindon to achieve success in its first five year charter	SWLEP Marketing Exec	GWP Providers, Schools, Careers Hub, Adviza, DWP		Sep-21	Sep-26	ASK, Uni Connect, Careers Hub, Adviza, Higher Futures Learning Hub	Year on year increase in learners as projected in the bid	IOT achieves targets set by DFE	
1.3.4	Develop a targeted marketing campaign to increase uptake of higher and degree apprenticeships in STEM subjects, in particular females		SWLEP Marketing Exec	GWP Providers, LA Skills Teams, Business Reps on Skills and Talent		Jan-21	Jul-21	£5000 10 days	Marketing campaign delivered - ROI realised	ROI realised with an increase in female STEM learners identified		
1.3.5	Develop high quality marketing materials about the supply of skills provision to support Inward Investment programmes		SWLEP Skills Lead	SWLEP Marketing Exec, SWLEP & LA Inward Investment Leads		Apr-20	Apr-21	10 days	More initiatives on SWLEP website and social media attracting talent to Swindon and Wiltshire	More people coming to Swindon and Wiltshire to study and stay for work		
	1.4 Develop digital skills	1.4.1	Develop agile digital skills training programmes, responsive to business need	SWLEP Digital Specialist	GWP Providers, Business Reps, ESIF programmes, Growth Hub		Jul-20	Jul-22	10 days	A local digital skills offer is developed and promoted	Resilient businesses with strong digital platforms and high digital skills levels	

Priority		Objectives	Actions	Lead Person	Partners	Start	Finish	Cost and Resources	Success Measures	Impact		
2	Ensure inclusive growth across socio-economic groups	2.1	Raise aspirations and improve employability of young people through effective support for independent careers education, information, advice and guidance via SWLEP Careers Hub	2.1.1	Deliver support for a high quality careers programme in schools and colleges	Careers Hub Manager	Careers Hub Steering Group members	Aug-20	Jul-21	£276,442	All CEC targets achieved	Reduction in NEET figures, improved HE destination figures and increase in employers engaged and working with schools
			2.1.3	Coordinate ambassadors, role models and skills champions to inspire young people from vulnerable groups	Careers Hub Manager	Careers Hub Steering Group, GWP Providers, LA Skills Teams, schools, DWP	Aug-20	Jul-21	Uni Connect, DWP grandmentoring scheme	Uni Connect targets achieved,	Increased rate of employment of YP from vulnerable groups / reduction in vulnerable NEETs	
		2.2	Promote programmes to improve physical and mental health of employees	2.2.1	Develop understanding of the impact of physical and mental health on employability and productivity and produce a report on findings; explore options for a student project	SWLEP Head of PII Implementation	Universities, West of England and Wessex Academic Health Science Networks, NHS Federation	Aug-20	Mar-21	15 days	Report produced	better understanding of the impact of health on employability and productivity leading to increased focus on health among the local businesses and other organisations
				2.2.2	Promote the report findings with businesses to implement examples of good practice	SWLEP Growth Hub Manager	Skills and Talent subgroup, SWLEP bid manager	Mar-21	Mar-22	15 days	No. of businesses that take up the promoted ideas via survey	Business efficiency due to reduction in absenteeism
3	Covid-19 recovery	3.1	Recover skill supply and demand balance	3.1.1	Develop intelligence reports detailing the impact of Covid-19 on local business and providers; work with both side to ensure that skills supply is responding to skill demand	SWLEP Head of PII Implementation	Data discovery group (SWLEP and LAs), Skills and Talent subgroup	May-20	Aug-21	Leveraging resources from action 1.1 12 days	Articles published monthly on SWLEP website	Balance between supply and demand is carefully managed
				3.1.2	Collate and promote online training materials for newly unemployed	SWLEP Digital Marketing Apprentice	SWLEP Skills Lead, LA Skills Teams, ESIF Programmes, DWP, Adviza	Jul-20	Jul-22	15 days	Webpage analytics showing a good levels of traffic; survey of businesses advertising for vacancies to see if employee upskilling is needed	Drop in unemployment rates
				3.1.3	Identify and apply for funding made available for recovery	SWLEP Skills Lead	SWLEP Head of PII Implementation	Jul-20	Jul-22	15 days	Amount of funding received and success rate	Higher rate of recruitment for those that access funded programmes
		3.2	Recover inclusive growth	3.2.2	Understand which groups are most adversely affected by Covid-19 (e.g. NEETs), and develop an action plan with partners to support recovery	SWLEP Skills Lead	Data discovery group (SWLEP and LAs), Skills and Talent subgroup, DWP	Jul-20	Jul-21	15 days	Action plan delivered	NEET proportion reduced to pre-Covid 19 levels