AGENDA

SWLEP Skills & Talent Subgroup

Date: **Monday, 9 March 2020**

Time: **2pm – 3.45pm**

Venue: **Lacock Suite, Lackham House, Wiltshire College & University Centre, Lacock, Chippenham, SN15 2NY**

Attending:	Mike Ashworth (MS)
	Paddy Bradley (PB)
	Sally Burnett (SB)
	Amanda Burnside (AB)
	Chris Dutton (CD)
	Matt Eade (ME)
	Ian Gardener (IG)
	Iain Hatt (IH)
	Mike Holliday (MH)
	Helean Hughes (HH)
	Guy Keith-Miller (GKM)
	Ruth Lambert (RL)
	Karen Leigh (KL)
	Andrew Lord (AL)
	Mandy Paterson (MP)
	Jean Scrase (JS)
	Andrew Steele (AS)
	Karen Taylor (KT)
	Mandy Timbrell (MT) – representing Helean Hughes
	Adam Wallbank (AW)
	Peter Wragg (PW)
	Katie Cross (KC)
	Phil Townsend (PT)
	Steve Wain (SW)
Guests:	Jeanette Jones (JJ), / Chris Stevens (CS) / Shona Taylor (ST) / Keeran Vetriko (KV)
Apologies:	Carole Kitching (CK) / Matt Leach (ML) / Ash Nandurkar (AN)
Chair:	Amanda Burnside (AB)
Minutes:	Deborah House (DKH)

Item	Timing	Topic	Papers	Lead
1.	2pm	Welcome and Introductions		AB

Item	Timing	Topic	Papers	Lead
2.	2.05pm	Minutes of the meeting of 13 January 2020 • **Matters arising:** • VL to hold meeting with ST and MT on how the ASK programme could work together with the Careers Hub to avoid duplication. PB was to pick up at the next Careers Hub Steering Group; • to aim for employability of students with good social skills. IH and MP were to discuss outside the meeting; • PB to amend the Skills Plan presentation in line with the suggestions and comments made in time for the Board Meeting on 22 January and the next Working Group meeting on 9 March; and • PB to run through Local Industrial Strategy again at the next meeting to remind attendees of the link to the Skills Plan. • **Conflicts of Interest**	Paper 2	AB
3.	2.10pm	SWLEP Skills Plan • Update on draft content • Labour Market Intelligence (national trends and local analysis) • Careers Hub – debate on work experience	Presentation Presentation Verbal	PB PB / MT ST
4.	3.10pm	Local Industrial Strategy – update on progress	Verbal	PB
5.	3.20pm	Skills Advisory Panels – update on Government Resources to LEPs	Paper 5	MT
6.	3.30pm	Merging Higher Futures into the Growth Hub	Verbal	CS
7.	3.40pm	AOB	Verbal	ALL
		Date of next meeting Monday, 18 May – 2pm-4pm Lacock Suite, Lackham House, Wiltshire College & University Centre, Lacock, Chippenham, SN15 2NY		
		Future meetings: • **Monday, 13 July – 2pm-4pm** Rooms D001/D002, Wiltshire College & University Centre, Cocklebury Road, Chippenham, SN15 3QD • **Monday, 14 September – 2pm-4pm** Room BF05, New College, Swindon, SN3 1AH • **Monday, 9 November – 2pm-4pm** Room BF05, New College, Swindon, SN3 1AH		
	3.45pm	Close of meeting		

Membership:	Amanda Burnside (AB) – Chair and Principal of Wiltshire College & University Centre
	Paddy Bradley (PB) – Director, SWLEP
	Sally Burnett (SB) – Swindon Borough Council Skills Lead
	Katie Cross (KC) -
	Chris Dutton (CD) - representing WASSH
	Helean Hughes (HH) – Director, Education & Skills, Wiltshire Council
	Steve Wain (SW) – Principal, Swindon College
	Carole Kitching (CK) – Principal, New College Swindon
	Iain Hatt (IH) - Wiltshire College
	Mike Holliday (MH) – Gloucester and Wiltshire Partnership of Training Providers
	Mandy Paterson (MP) – Inspire and Chair of Wiltshire skills, education, employment skills board
	Chair of the Swindon skills and employment board – name yet to be advised
	Peter Wragg (PW) – SWLEP Board Director, Deputy Chair
	Karen Leigh (KL) – SWLEP BEIS Representative
	Mike Ashworth (MA) – DfE
	Karen Taylor (KT) – DWP
	Andrew Steele (AS) – representing SASH
	Guy Keith-Miller (GK-M)– representing HEI Pathways & Provisions Group
	Employers
	Representative from Gooding Accounts
	Matt Eade (ME) - Representative from MoD
	Andrew Lord (AL) – Alabaré
	Ruth Lambert (RL) – Business Representative Organisations' Group (BROG)
	Matt Leach (ML) - Beards Construction
	Ash Nandurkar (AN) - Wavin
	Jean Scrase (JS) - NHS Salisbury
	Phil Townsend (PT) – Littelfuse
	Adam Wallbank (AW) - Siemens
Guests:	Shona Taylor (ST) – Swindon & Wiltshire Careers Hub Lead
	Mandy Timbrell (MT) – Wiltshire Council, Acting Head Employment and Skills – representing Helean Hughes
	Keera Vetriko (KV)

	Minutes Skills & Talent Subgroup Meeting Monday, 13 January 2020

Attending	Mike Ashworth (MS) Paddy Bradley (PB) Sally Burnett (SB) Amanda Burnside (AB) Chris Dutton (CD) Matt Eade (ME) Ian Gardener (IG) Iain Hatt (IH) Mike Holliday (MH) Guy Keith-Miller (GKM) Ruth Lambert (RL) Matt Leach (ML) Karen Leigh (KL) – left at 3pm Andrew Lord (AL) Mandy Paterson (MP) Andrew Steele (AS) Mandy Timbrell (MT) Phil Townsend (PT) Adam Wallbank (AW) Peter Wragg (PW)
Guest(s)	Camille Marchand - SWLEP
Apologies	Katie Cross (KC) / Helean Hughes (HH) / Carole Kitching (CK) / Ash Nandurkar (AN) / Jean Scrase (JS) / Steve Wain (SW) Keeran Vetriko (KV)
Chair	Amanda Burnside (AB)
Minutes	Deborah House (DKH)
Venue	Lacock Suite, Lackham House, Wiltshire College & University Centre, Lacock, Chippenham, SN15 2NY
Start time	2pm
Finish time	3.25pm

Item	Topic	Deadline
1.0	**Welcome and Introductions**	
	AB welcomed attendees to the meeting and, as there were a few new faces, introductions were made. Apologies were noted.	
2.0	**Minutes, matters arising and Conflicts of Interest**	
	The minutes of the meeting held on 4 November 2019 were reviewed and approved.	

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	Matters Arising	
	• **SB to ask Mike Ashworth from ESFA what wider funding may be available for Honda**. Additional funding had to be requested via a submitted Business Case. Working on where there were gaps to request funding. Honda had been positive and grateful on the work around the Labour Market Intelligence (LMI) to upskill and reskill its workforce.	
	• **The issue of the unused levy to be added to the agenda for discussion in SB's meeting with Mike Ashworth.** The Subgroup to maintain a watching brief on the situation.	
	• **VL to hold meeting with ST and MT on how the ASK programme could work together with the Careers Hub to avoid duplication.**	
	Action: PB to pick up at the next Careers Hub Steering Group meeting.	**13 Feb 2020**
	• **Local Industrial Strategy (LIS) to be sent to Subgroup members** – this had been done. The Working Group had met that morning and SWLEP members were further strengthening the LIS. There were some amendments to make, therefore no iteration would be taken to the Board on 22 January. A strong tie to the Skills Plan through the People section of the strategy was supported.	
	• **DH to investigate the NEETs vs free school meals data.** This was on-going and therefore PB had not yet put NEETs in the Skills Plan.	
	• **Skills Plan Working Group** The meeting had confirmed the membership of the Working Group and endorsed the approach. AB had updated the Board on the current status in November 2019.	
	Conflicts of Interest PB made the meeting aware of the Growth Hub SME competitiveness bid, which if it were to be approved by Government, could provide a potential conflict for him.	
3.0	**Presentation for the Skills Plan**	
	PB presented to the meeting. The presentation can be accessed on the website via the following link: https://swlep.co.uk/docs/default-source/sub-groups/skills-talent/swlep-skills-plan-130120.pdf?sfvrsn=69aec847_4	

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PB first gave an overview for the reason and process for the Skills Plan. There was a good level of debate in the room and the approach identified in the presentation was welcomed by the Subgroup. Comments were as follows including suggested amendments and considerations:

- Labour Market Intelligence (LMI) was available via "Examine a Place", a platform provided by DWP and DfE working together, however, there was a time lag to this information;
- another, commercial product, Labour Insight provided live data, establishing a real-time source of data;
- it was acknowledged that we would need to interrogate this data ourselves otherwise we would be responding to the current situation and not anticipating future needs;
- regular updates would be needed and material issued to demonstrate the situation in the area;
- the group would provide an annual report and look forward to projections for the future;
- this could be used to drive the curriculum planning in Further Education establishments;
- the question was raised as to why apprenticeship numbers were no further forward and there was variability across areas;
- IH worked with the National Apprenticeship Group – apprenticeship brand, accessibility, ease of starting, bureaucracy and a need to simplify the paperwork were common themes;
- an increased brand awareness and work with parents was needed;
- IH commented that apprentices had to obtain their qualification, but completing the End Point Assessment (EPA) was not compulsory, so another means to measure success and/or improve was not available;
- Marketing & Comms of the brand should be specific to our area;
- contribute more to productivity if staff were upskilled within a role;
- T levels equated to a technical education, but were not fully understood by employers;
- it was crucial for business and education to work together;
- with the increased availability of employment land in the area, the idea would be to also have on-site education to businesses;
- the Institute of Technology (IoT) in Swindon had a charter to operate for five years and the curriculum would be employer-driven;
- add more in progression pathways with a link to the actual job/career;
- more funding was available to do "weightier subjects", for example, engineering, so there was more incentive for schools to offer these subjects;
- gender stereotypes within STEM subjects also needed to be tackled;

	• CD commented that even though schools would like to provide Level 3 Maths, there was not always the staff available to teach to that level; • increase the opportunity for young people from vulnerable groups to break the cycle and schools received additional funding for SEND groups etc; • PB questioned attendees' thoughts on whether Health & Mental Wellbeing should be an aspect of the Skills Plan; • the consensus was that this was an important element to education and should be retained; • PB had included NEETs under vulnerable people in the presentation, but to be read in conjunction with Item 2 above; • to aim for employability of students with good social skills; **Action: IH and MP to discuss outside the meeting.** • Maths and English were contained within STEM, but it was felt that Digital competence was as important as society moved forwards; • there was an emphasis on STEM subjects within the presentation, although the group was asked to acknowledge the growth in jobs in health and social care where there would always be a need for a hands-on approach; • even so, that workforce would become increasing tech-savvy; • the skills offer should also be attracting people into the area from outside to be trained, rather than just those within our borders; • ME stated that much of training and onward employment was done by the military in-house, but the discussion was around how to retain Leavers in the region for the jobs we needed fulfilled; • supporting employers' workforce development plans into the future; • upskilling staff whilst already in a company caused problems when 20% off-the-job learning was required, particularly at a high level within the organisation; and • PT commented that was why his company was interested in the Open University; **Action: PB to amend the presentation in line with the suggestions and comments made in time for the Board Meeting on 22 January and the next Working Group meeting on 9 March.** **Action: PB to run through Local Industrial Strategy again at the next meeting to remind attendees of the link to the Skills Plan.**	**Feb 2020** **22 Jan / 9 March 2020** **9 March**
4.0	**AOB**	
	Date of next meeting The date of the next meeting was scheduled for Monday, 9 March 2020, 2pm-4pm, Lacock Suite, Lackham House, Wiltshire College & University Centre, Lacock, Chippenham, SN15 2NY	

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	Meeting closed at 3.35pm	

MEMBERSHIP

Name	Role
Amanda Burnside (AB)	Chair and Principal of Wiltshire College & University Centre
Mike Ashworth (MA)	DfE
Paddy Bradley (PB)	Director, SWLEP
Sally Burnett (SB)	Swindon Borough Council Skills Lead
Ian Gardener (IG)	DWP
Iain Hatt (IH)	Deputy Principal, Wiltshire College
Helean Hughes (HH)	Director, Education & Skills, Wiltshire Council
Guy Keith-Miller	representing HEI Pathways & Provisions Group
Carole Kitching (CK	Principal, New College Swindon
Karen Leigh (KL)	SWLEP BEIS Representative
Vicky Lukins (VL)	Gloucester and Wiltshire Partnership of Training Providers
Mandy Paterson (MP)	Inspire and Chair of Wiltshire skills, education, employment skills board
Andrew Steele (AS)	representing Swindon Association of Secondary Heads (SASH)
Steve Wain (SW	Principal, Swindon College
Peter Wragg (PW)	SWLEP Board Director, Deputy Chair
Name to be advised	Representative from WASSH
Name to be advised	Chair of the Swindon skills and employment board
Employers	
Matt Eade (ME)	Representative from MoD
Ruth Lambert (RL)	Ruth Lambert (RL) – Business Representative Organisations' Group (BROG)
Matt Leach (ML)	Beards Construction
Andrew Lord (AL)	Alabaré
Ash Nandurkar (AN)	Wavin
Jean Scrase (JS)	NHS Salisbury
Phil Townsend (PT)	Littelfuse
Adam Wallbank (AW)	Siemens
Name to be advised	Representative from Gooding Accounts

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Skills Advisory Panels: Factsheet on Local Skills Report and Funding

Thank you all for your hard work over the past year to establish your Skills Advisory Panel (SAP) and build your evidence base in line with the standards set out in the [SAPs Governance Guidance](#) and [Analytical Toolkit](#).

We want to help you build on this as you continue to develop your SAP's analytical capability sustainably. We also want SAPs to continue to gain influence so that they fully play their important leadership role so changes in local skills provision better meet the needs of employers.

Part of building influence is through your publications. We want one of those publications to be a Local Skills Report, which will highlight how your SAP has supported local providers and employers to respond to your local skills priorities, and set out the future challenges and opportunities for your area.

DfE will support you to do this through a further round of £75,000 grant funding in financial year 2020/21. We expect you to use the funding to achieve these two broad objectives:
- publish a Local Skills Report by March 2021; and
- further develop your analytical capability in a sustainable way, which includes developing local action plans.

The Local Skills Report

We want to work with you to develop what the Local Skills Report will contain. We will want to provide a substantial degree of flexibility to individual SAPs to decide what is included, while allowing for some comparability across areas. It is important that we get your views on the correct balance.

The Local Skills Report will highlight how your SAP has assisted local providers and employers to respond to your local skills priorities, where more might be done by providers to meet local skills needs, and how employers might engage even more with the local skills system. The publication will also set out the future key challenges and opportunities for your area.

The Local Skills Reports published by each Panel and the national-level evidence from the Skills and Productivity Board (SPB) will complement each other. The SPB (currently in establishment) will provide strategic analysis of emerging and developing skills needs at national level, and its evidence may be used by Ministers to inform policy decisions on wider skills issues. Your reports will form part of the wider evidence base that the SPB will draw upon. Your reports may equally draw on the SPB's findings, which will provide a national context and longer term, forward-looking evidence of which skills will add most value.

We expect you to publish your first Local Skills Report by March 2021. We will work with you as we develop a framework and guidance to support you in publishing it.

Funding to build analytical capability sustainably

Recognising the progress you have already made in developing your analytical capability, the funding can be used to (in addition to the Local Skills Report):

- respond to particular aspects of the feedback you received from DfE (as a result of our recent review), including converting your skills and labour market analysis into fully effective action plans;
- continue to fund staff or contractors to further develop your analytical framework;
- continue to upskill staff and/or stakeholders to increase their analytical capability and its sustainability; and
- undertake additional analysis, and/or deep dives into areas of particular interest around local skills needs and labour market challenges.

If you have external contracts to provide some/all of your analytical functions, we would like to see you putting arrangements in place to embed them into your local working practices - to ensure that your capability is sustainable in the future. Any further funding will be subject to future Spending Review outcomes.

As with the previous funding, this grant will be subject to a Memorandum of Understanding (MoU) with the relevant authority. The MoU will stipulate the purpose of the grant (summarised above) and set out suggested activities for the funding.

We will request that each SAP provides a *Use of Funds* statement at the end of the Financial Year 2020-21, signed by the relevant Accounting Officer. Funding will not be released until there is a satisfactory MoU in place. Any future funds, if made available, will be contingent on you achieving the objectives of this round of funding.

Next Steps

We look forward to answering any questions you have at the workshops on 10 and 14 February, and to continuing working collaboratively with you over the coming year as we further develop the SAPs programme. In particular, we will continue to scope ways of building SAPs' influence by working across government to explore the role that SAPs (and your parent LEPs and MCAs) could play in relation to skills related policies and interventions of the new government.

For any enquiries on the Skills Advisory Panels, please contact us:

SAP.Programme@education.gov.uk.

The SAPs Programme Team

Skills Advisory Panels Workshop

Monday 11 February 2020, London

Friday 14 February 2020, Sheffield

Department for Education

Agenda

10:15 – 10:45	**Introduction**
10:45 – 11:45	**How SAPs fit in with key government priorities**

Short break

11:55 – 12:45	**How to tell a story and develop effective action plans**

Lunch

13:30 – 14:15	**Developing the influence of SAPs - Local Skills Report**
14:15 – 14:55	**SAPs and Careers**

Short Break

15:05 – 15:50	**Shaping up analytical priorities & support**
15:50 – 16:00	**Next steps and close**

Department for Education

Meet the SAPs Programme Team

SAPs Policy and Programme

Head SAPs Policy & Prog. Mgnt
JAMIE ZUCKER

SAPs Policy
ALISON VENNER-JONES

SAPs Policy
CLARE CASSIDY

Finance & Prog. Management
CHRIS LANSLEY

Management

Head of Skills Strategy Division
GRAEME HENDERSON

Head of SAPs Programme
ELODIE LAMASSON

SAPs Analytical

Head of SAPs Analytical team
Shadi Ghezelayagh

Analyst
Alice Chaverot

Analyst
Hannah Keogan

Department for Education

Introduction

- A review of the past year
- What is envisaged for the year ahead

Jamie Zucker

Secretary of State's Announcement on SAPs

"Skills Advisory Panels (SAPs) – local partnerships between employers, local authorities and training providers – will play a key role in our drive to make sure every community can access the skills they need."

"That's why we are providing an additional £75,000 so each SAP can go further in identifying local skills gaps, take action to address them as well as providing evidence to support the Skills and Productivity Board when it is established later this year."

(Friday 7 February 2020)

Department for Education

Objectives of Funding in FY 2020-21

We expect you to use the further funding to achieve these two broad objectives:

- publish a Local Skills Report by March 2021; and
- further develop your analytical capability in a sustainable way, which includes developing local action plans.

Department for Education

SAPs – Engagement and Support from DfE in 2020

| Jan | Feb | March | April | May | ... | ...ust - ...rds |

DRAFT – TO BE UPDATED BASED ON THE EVIDENCE GATHERED AT THE WORKSHOP

Progress Reviews
We will work with you to review your progress towards having the expected governance and analytical standards in place and fully embedded.

Autumn Review Feedback
DfE wrote to you with feedback.

Follow up calls with DfE and additional information submitted (where requested).

Light-touch Check In
To see whether feedback has been actioned.

2020 review
Plans for future reviews/progress checks TBC.

Webinars and Guidance
Webinars and guidance on analysis and governance/policy to support you to develop the quality and effectiveness of your SAPs.

SAPs workshops
(London and Sheffield)

Webinars (approximately monthly, based on topics requested by you and/or identified through the progress reviews).
Upcoming topics to include: the Ofsted framework, online vacancy data, sharing analytical best practice).

Evidence Guidance – supplementary guidance for the SAPs Analytical Toolkit

Local Skills Report Guidance
Working with places to develop and produce guidance.

Local Skills Report – Expected date of publication before March 2021.

Analytical Support
Supporting you to produce high quality, effective analysis and improving your access to robust data on skills supply and demand.

The contents of the **suite of analytical support** will be discussed in the 'Shaping up the analytical priorities & support' session in today's workshop.
Likely to include: developing a SAP analytical community, the launch of an online platform, continued development of a Data Tool, and identifying evidence gaps that the SAPs team can help to fill.

Policy Development
We will involve you where appropriate when exploring the role that SAPs (and your parent LEPs and MCAs) could play in skills-related policies and interventions of the new government.

We (and colleagues across DfE and beyond) will seek to engage with you on the development of skills-related policies – including through attending LEP Network events.
You are also strongly encouraged to input into DfE reviews and consultations here: https://consult.education.gov.uk/.

LEP Network
Skills Leads meeting

LEP Network
Chair / CEO meeting

LEP Network
Skills Leads meeting

Governance and Funding
Providing you with funding to support ministers' aims for the SAPs programme.

Funding for FY 20-21 announced.

MOUs - Develop and agree with places

Pay grants to places.
May onwards - subject to agreement on MOUs, satisfactory use of funds statement and outcome of light touch review).

Use of Funds Statements for previous grant – requested from places.

Use of Funds Statement for previous grant received and deemed by DfE as satisfactory.

1-1 Engagement from DfE with each SAP (resource permitting given that we are a small programme team)

Department for Education

Dates of all events may change and are for illustrative purposes only.

How SAPs fit in with key government priorities

Graeme Henderson   SAPs - a key priority for this government

Janet Collins   SAPs and the Skills and Productivity Board

Jay Hunt   The responsiveness and efficiency of the FE system

Department for Education

SAPs - a key priority for this government

Graeme Henderson

Department for Education

Skills and Productivity Board

Janet Collins

Department for Education

Skills matching

- We know that England has a longstanding productivity gap when compared with other nations, and that skills is one contributor to that. We also know that the economy is changing, and the pace of change is likely to increase over the next decade.

- This will change the demand for skills both in terms of which skills are needed, and at what level. We need a better understanding of the direction of these changes to be able to position skills policy so that the system is able to respond better.

Department for Education

How SAPs address the problem

- **Your SAPs will provide a significant improvement in the evidence base on skills mismatches. The SAPs' focus is on identifying current and future local labour market and skills needs in your area based on robust and comprehensive analysis, and agreeing how local provision will meet these needs.**

- **We know that skills needs are strongly determined at the regional (rather than national) level, so your SAPs are well-placed to improve the matching of supply and demand in your area.**

- **However, we know there are some skills needs which are difficult to capture locally. And, as the economy changes, it becomes more difficult for employers to accurately identify and predict some of their skills needs.**

Department for Education

The Skills and Productivity Board

- **The Skills and Productivity Board (SPB) was announced by Secretary of State on 30th September 2019.**

- **The SPB will be comprised mainly of labour market economists, and its remit will be to produce evidence and analysis of which skills add most value, both now and looking to the future.**

- **The work of the SPB will complement the local analysis produced by each SAP, by providing a national context and longer term, forward-looking evidence of which skills will add most value.**

- **The SPB will provide a strategic analysis of emerging and developing skills need, beyond that addressed by the current skills system, and will provide its evidence directly to ministers, to support policy decisions at national level.**

Department for Education

How the SPB will operate

- **We are expecting to recruit panel members shortly. This will be via an open competition, advertised on the public appointments website.**

- **We are seeking labour market economists with an active research interest in skills policy.**

- **The SPB will be chaired by a leader from the business community, who will be personally appointed by Secretary of State.**

- **The SPB will provide evidence to Ministers. It will not make policy recommendations. Its reports will be factual, objective and impartial.**

- **We will agree a workplan with the SPB members and chair. This will focus on three main workstrands.**

Department for Education

A three-strand approach
(draft - to be agreed by Ministers)

Workstrand 1 **Evidence to support identification of high value courses/programmes**	Workstrand 2 **Annual Skills Priority Report**	Workstrand 3 **Sector-specific deep dive reports**
Analysis of high-value courses/programmes (FE only).	Horizon-scanning report on changes in the economy and impact on skills demand.	Sector- or issue-specific 'deep dives' (short term projects examining particular market failures – these would be identified from the SPB's **own review of the wider evidence base** and be determined by the SPB members themselves

Annual skills priority report (WS2)
Publish: **end March** ➤

Potential deep dive report (WS3)
Publish: **flexible** ➤

HVCP funding report (WS1)
Publish: **end August** ➤

Potential deep dive report (WS3)
Publish: **flexible** ➤

Department for Education

Potential example reporting cycle
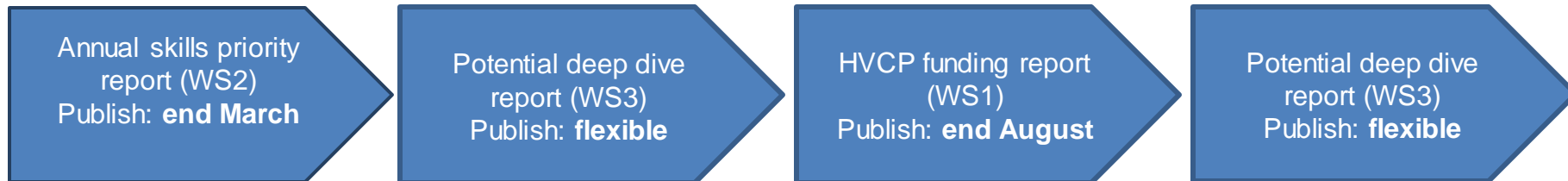
The SPB and SAPs – a two-way relationship

National Level

SPB

- Annual Skills Priority Report
- Sector-specific deep dive reports
- High Value Courses report

1 x Skills and Productivity Board (SPB)
- Produces evidence and analysis of which skills add most value, both now and looking to the future, across the national level economy.
- Produces high level analysis of emerging skills needs (based on evidence of macro economic trends/changes) at national level.
- Completes sector-specific deep dives in areas of the economy with evidence of market failure.
- The SPB's evidence will enable Ministers to decide on policy levers (such as funding incentives, accountability measures, or regulation) which could influence the supply of skills.

Contextual data
Long term trend
Future shape

Evidence from Local analyses

SAPs

- Local Analysis
- Local Skills Reports

36 x Skills Advisory Panels (SAPs)
SAPs bring together local employers, colleges, HEIs, ITPs, local government and other key local stakeholders. Together they undertake 3 central functions:
- Generate analysis of their local skills and labour markets to understand the local position
- Discuss and agree local skills needs priorities in the short-term and more longer-term
- Consider how these will be met through local provision over time

Department for Education

Local Level

The responsiveness and efficiency of the FE system

Jay Hunt

Department for Education

Context

FE central to unleashing Britain's potential

The 2020s will see a transformation in jobs. Automation and computing will change how businesses function. Our plan to deliver clean energy and a carbon-neutral future means new kinds of jobs in new industries. And our departure from the European Union means we can develop forward looking regulations to ensure we are first in line to develop and benefit from the technologies of the future.

This requires a dramatic rebooting of our training system – to support public services, existing businesses and the businesses of the future. But above all, **we want to ensure that Britain's workers have the skills they need to flourish** – and that every citizen of this country has the opportunity to express their talents to the fullest.

Just as universities have been transformed by significant long-term investment over the last few decades, **we need to make sure local colleges are equally excellent places for people to learn**.

Get Brexit Done
Unleash Britain's Potential

The Conservative and Unionist Party Manifesto 2019

Department for Education

FE Manifesto commitments

- **New £3bn National Skills Fund targeted at those not in work and lacking qualifications, returners and people wishing to change career**

- **£1.8bn upgrade of Further Education (FE) college estate**

- **All new big infrastructure projects required to take on apprentices**

- **Establish eight more Institutes of Technology**

- **£500m UK Shared Prosperity Fund to replace ESF**

- **Strengthening of universities and colleges' civic role**

- **Investing in local adult education**

Department for Education

Review of post-18 education and funding

- **FE college network needs to be fundamentally reformed and refunded to play a core role in the delivery of intermediate and higher technical training.**

- **Need for rationalisation of the FE network to even out provision across over-supplied and under-supplied areas.**

- **Competition in some types of provision and in some geographic areas is counter-productive.**

- **Funding rules impose short time horizons and do not allow FE colleges to respond to local labour market needs and encourages them to overly focus on certain types of lower level provision.**

Independent panel report to the

Review of Post-18 Education and Funding

May 2019

CP 117

Department for Education
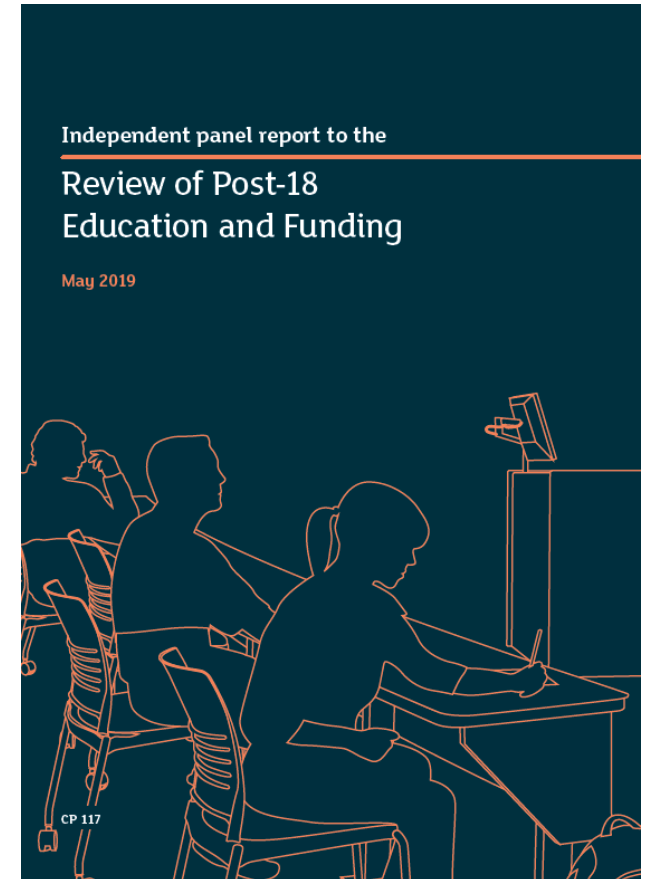
The FE System

An efficiency test of FE System

Allocative efficiency: the optimal distribution of goods and services. For FE, this relates to the relevance of provision e.g. the optimal mix of levels, subjects, people and geographic areas.

Productive efficiency: the optimal method of producing goods providing services at the lowest cost. For FE, this relates to the delivering provision at the lowest possible unit cost for a given level of quality, and operating at optimum capacity.

FE could be productively efficient in training large numbers of sports scientists at low cost – but this would be allocatively inefficient as the economy requires a wide range of skills.

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Allocative efficiency
Optimal mix of provision by level
Optimal mix of provision by subject
Accessibility of provision (people and geography)

Productive efficiency
Costs per guided learning hour (revenue)
Estate and tutor utilisation rates (capital/capacity)

Department for Education

Views on allocative efficiency

The Post-18 Review concluded:

- that at both Level 2 and Level 3, there are growing gaps between current provision and labour market demand.

- there is insufficient training at Levels 4 and 5 'the missing middle'.

The 2017 Employer Skills Survey found 226,000 vacancies could not be filled due to skills shortages, broken down by occupation and sector below.
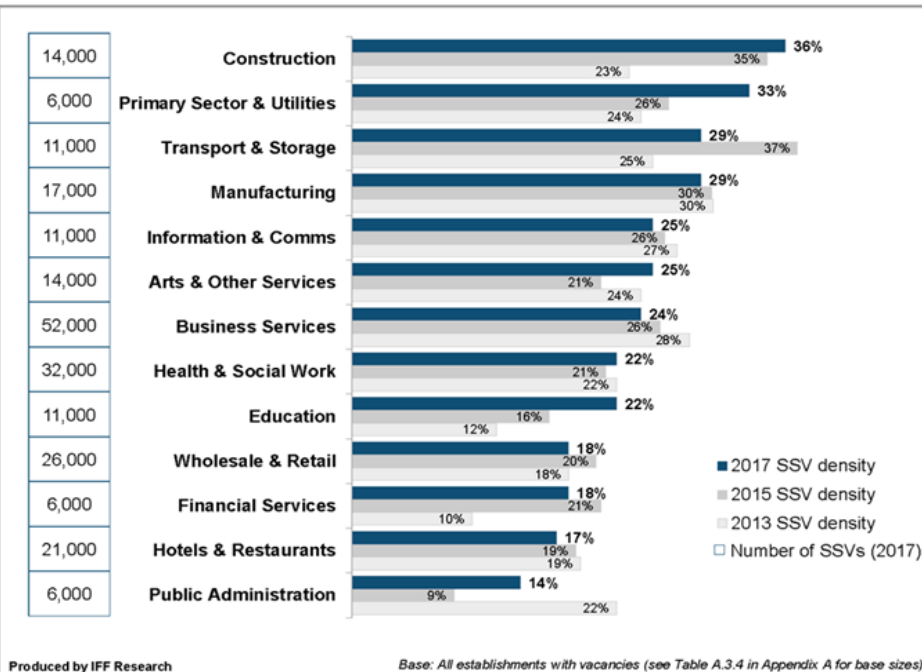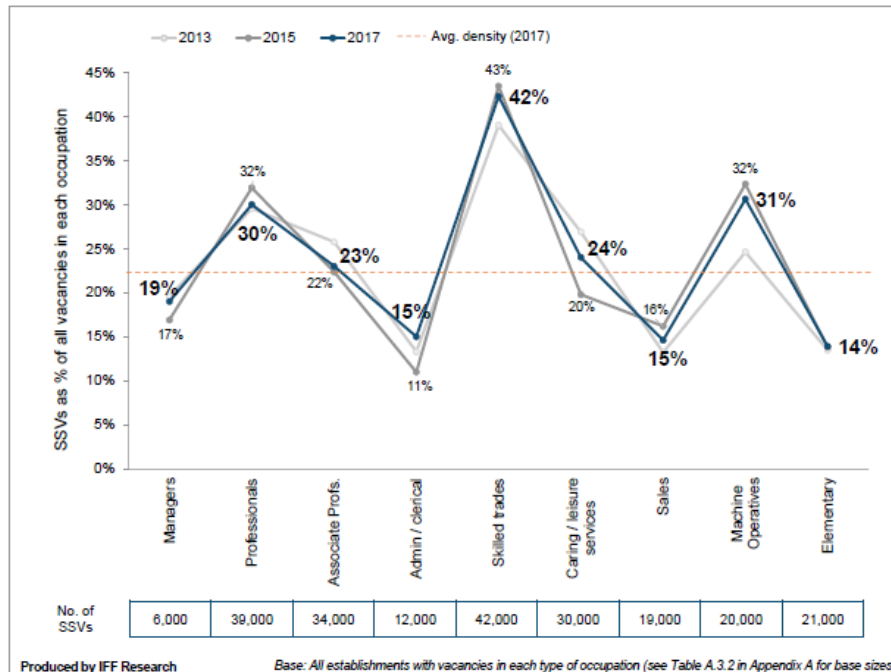
Views on productive efficiency

The Post-18 Review concluded that the sector has limited capacity to improve the condition of its estate and no resource to invest in high-cost/high-value provision.

Research commissioned by DfE on costs and cost drivers in the FE sector concluded that:

- GFECs and SFCs are currently facing significant cost pressures which, without an immediate (and significant) increase in income, many providers will have difficulties in meeting: this will have a significant impacts on the sector.

- If the FE sector to survive "as is", consideration needs to be given to relaxing the financial pressure it is currently operating under.

The King's Commission on London described the FE college market as 'dysfunctional' and concluded that competition between colleges has resulted in a narrower, not broader, range of courses for learners.

Questions

1. To what extent is the current post-18 provision productively and allocatively efficient?

2. How might local FE systems best be structured so that they:
   - meet the current and emerging needs of learners and labour markets
   - are easy to understand and engage with, as a learner and an employer?

3. What role should local government and local economic actors play in ensuring a well-coordinated offer at the local level?

4. How can we ensure robust accountability e.g. not just 'vertically' (i.e. to national government) but also 'horizontally' (local government, users and stakeholders)?

Department for Education

Short Break

Building on the Autumn Review: How to tell a story and develop effective action plans

Hannah Keogan

Department for Education

Why now?

- **Our recent progress review highlighted that while you have come a long way in developing an evidence base, your impact could be further improved by:**

  - **developing the narrative of the analysis**

  - **translating findings into effective action plans and local skills reports.**

- **This is particularly important as we move into the next phase of the programme and need to make sure you build your influence over local skills provision.**

- **The progress review provided us with a good overview of the range of approaches to the SAP work, and we have used best practice examples to develop further guidance.**

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What does the guidance do?

This guidance:

- **Complements the existing SAPs analytical toolkit and sits alongside it**

- **Is not prescriptive. It is intended to provide additional structure for those who need further help developing a narrative for their evidence base and we expect you to tailor it based on their own particular needs.**

- **Is an initial draft and we would welcome your feedback to ensure that this product is useful for you.**

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Example of how to structure your evidence effectively

Overview of your area
- Overarching ambition
- Key features of the area

Evidence base
- Skills landscape
- Gap analysis
- Emerging priorities

Priority areas
- Assessing priority areas
- Outlining priorities

Action Plan
- Action plan overview
- Monitoring and evaluation

Department for Education
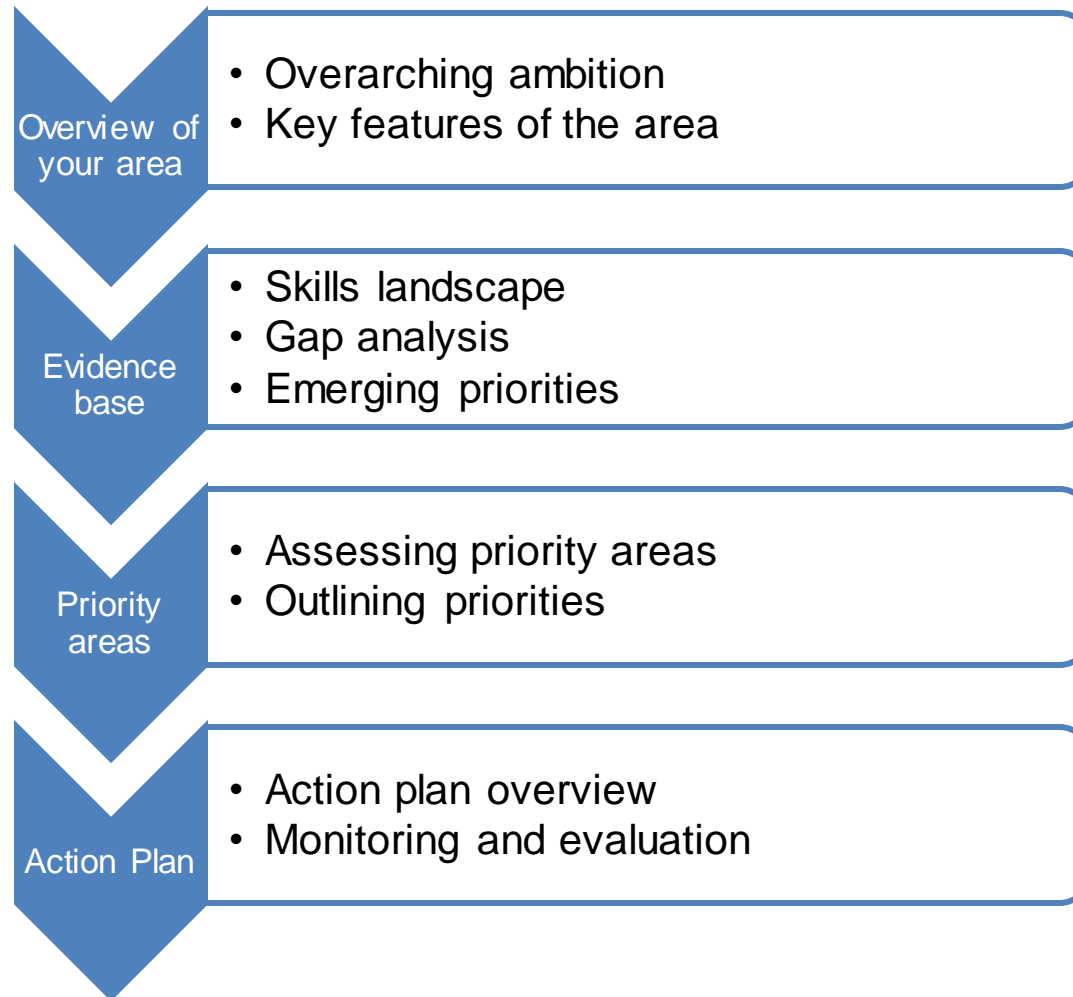
1. Overview of your area

Overarching ambition

Set out the overall economic ambitions and context for your SAP to demonstrate your local goals for boosting productivity and helping people reach their potential.

Key features of the area

Provide an overview of the key features of your local area using key statistics and local insight. This will highlight the impact of wider issues (e.g. ageing population) as well as issues specific to your local area on the local economic and skills landscape.

1. Overview of your area – Humber

Economy and Labour Demand

Productivity - What is the level of productivity and economic activity (overall and by sector / occupation)?

The Humber economy produced a total of £18.6bn GVA in 2017, having grown by 10% over the last five years. GVA in the Humber LEP region comes from a range of different sectors, including: chemical and petroleum manufacturing (£2.3bn), real estate activities (£2.1bn), wholesale & retail (£2.0bn), health & social care (£1.6bn), transport & logistics (£1.1bn) and construction (£1.0bn).

The average output per worker (productivity) in the Humber is £28 per hour (£27 in Hull; £30.6 in the East Riding and £30.8 in North and North East Lincolnshire) compared to £34 per hour nationally. This means productivity in the Humber LEP is 17% below national levels. There have been a number of peaks and troughs within this productivity over the last ten years, reflecting the Humber's vulnerability to economic shocks.

Nominal GVA per Hour
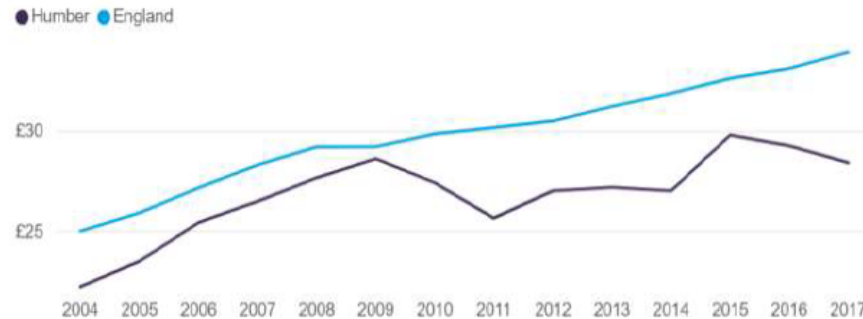
Nominal GVA by Sector in the Humber LEP (£m)

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2. Evidence base

Skills landscape

Explore current skills supply and demand data and consider how this profile may change in the future, by reflecting on key features of the area and strategic priorities. This will draw out key issues and opportunities in your area, both now and in the future.

Gap analysis

Consider where there currently is and is likely to be in future, a mismatch between skills supply and demand. This will help identify priority areas.

Emerging priorities

Building on the evidence base, particularly the gap analysis, identify the main skills issues and challenges for your area.

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2. Skills landscape – Coast to Capital

2. Skills landscape (wider trends) – Leeds City Region

Trends in the employment and skills landscape

| Trend	Description	Implications for Leeds City Region	References
Digitalisation	Growing importance of "expert systems" and digitalised processes creates a need for digital "user" skills to support ongoing employability, as well as a requirement for specialist skills for "digital makers".	• Need to ensure that there is a sufficient pipeline of specialist digital skills and that these can be continuously refreshed • All parts of the workforce need to be provided with access to the basic digital skills needed to operate in the modern workplace. A good level of literacy, numeracy and problem-solving skills in technology-rich environments is key for individuals to operate in the digital world	Berger, T., Frey, B. Future Shocks and Shifts: Challenges for the Global Workforce and Skills Development. Paris: OECD. Retrieved from https://www.oecd.org/education/2030-project/about/documents/Future-Shocks-and-Shifts-Challenges-for-the-Global-Workforce-and-Skills-Development.pdf Bakhshi, H., Downing, J.M., Osborne, M.A & Schneider, P. (2017). The Future of Skills: Employment in 2030. Report prepared by Nesta and Oxford Martin School. Retrieved from: https://www.nesta.org.uk/sites/default/files/the_future_of_skills_employment_in_2030_0.pdf OECD (2019), OECD Skills Outlook 2019: Thriving in a Digital World, OECD Publishing, Paris, https://doi.org/10.1787/df80bc12-en.
Automation	• Development of AI and robotics is broadening the range of tasks and jobs that can be automated, with the potential to transform content of jobs and render entire occupational areas obsolete. Examples include autonomous manufacturing systems, service robots that can undertake tasks like cleaning, use of robots in farming sector (e.g. to milk cows etc). Scale of likely impact is disputed but still significant under all forecasts – 10% of jobs automated at low end. • Technology can replace workers in routine tasks that are easy to automate and complement workers in tasks that require creativity, problem solving and	• Structural change driven by automation and other factors expected to impact local areas differently according to the structure of their existing employment base. • Leeds City Region faces significant risk from automation due to presence of routine / lower-skilled jobs and industry sectors like process manufacturing. However, some higher skilled roles in finance and business services are also susceptible to automation. • Without action to change structure of local economy there is also a risk that future growth will be driven to a disproportionate extent by low-skilled and public sector jobs. • Increased investment in reskilling for adults is needed to enable them to adapt to changing requirements of job or to move into new career.	Berger, T., Frey, B. Future Shocks and Shifts: Challenges for the Global Workforce and Skills Development. Paris: OECD. Retrieved from https://www.oecd.org/education/2030-project/about/documents/Future-Shocks-and-Shifts-Challenges-for-the-Global-Workforce-and-Skills-Development.pdf Arntz, M., Gregory, T. & Ziehran, U. The Risk of Automation for Jobs in OECD Countries (OECD Social, Employment and Migration Working Papers No. 189). Retrieved from: https://www.keepeek.com//Digital-AssetManagement/oecd/social-issues-migration-health/the-risk-of-automation-for-jobsin-oecd-countries_5jlz9h56dvq7-en#page1 [1] PWC (2018). Will robots really steal our jobs? PWC Report. Retrieved from: https://www.pwc.co.uk/economic-services/assets/international-impact-ofautomation-feb-2018.pdf [1] Deloitte 2014. "Agiletown: the relentless march of technology and London's response." www2.deloitte.com/uk/en/pages/growth/articles/agiletown-the-relentless-march-of-technologyand-londons-response.html [1] Nedelkoska, L. & Quintini, G. (2018). Automation, skills use and training (OECD Social, Employment and Migration Working Papers, No. 202). Paris, France: OECD. Retrieved from: https://read.oecd-ilibrary.org/employment/automationskills-use-and-training_2e2f4eea-en#page1 Bakhshi, H., Downing, J.M., Osborne, M.A & Schneider, P. (2017). The Future of Skills: Employment in 2030. Report prepared by Nesta

2. Gap analysis – Enterprise M3

HIGH-SKILLED ROLES: SALES, EDUCATION AND ANALYTICAL SKILLS

Analysis of high-skilled role highlights an interesting mix of skills:

- In common with all regions, but especially one like Enterprise M3 with a large knowledge-intensive business services sector, the economy creates jobs related to sales and marketing faster than current educational practices produce the relevant skills — taken together, sales accounts and business development managers; marketing and sales directors; marketing associate professionals and business sales executives generate 1,900 annual openings but only 172 relevant job-ready achievements.
- Teachers are under-served — primary and secondary, with 1,300 openings against 585 achievements — but this will in part be remedied by switching across of degree graduates from other subjects.
- Analytical roles are important, reflecting the industry mix: production managers, management consultants, business analysts, and chartered accountants all figure.
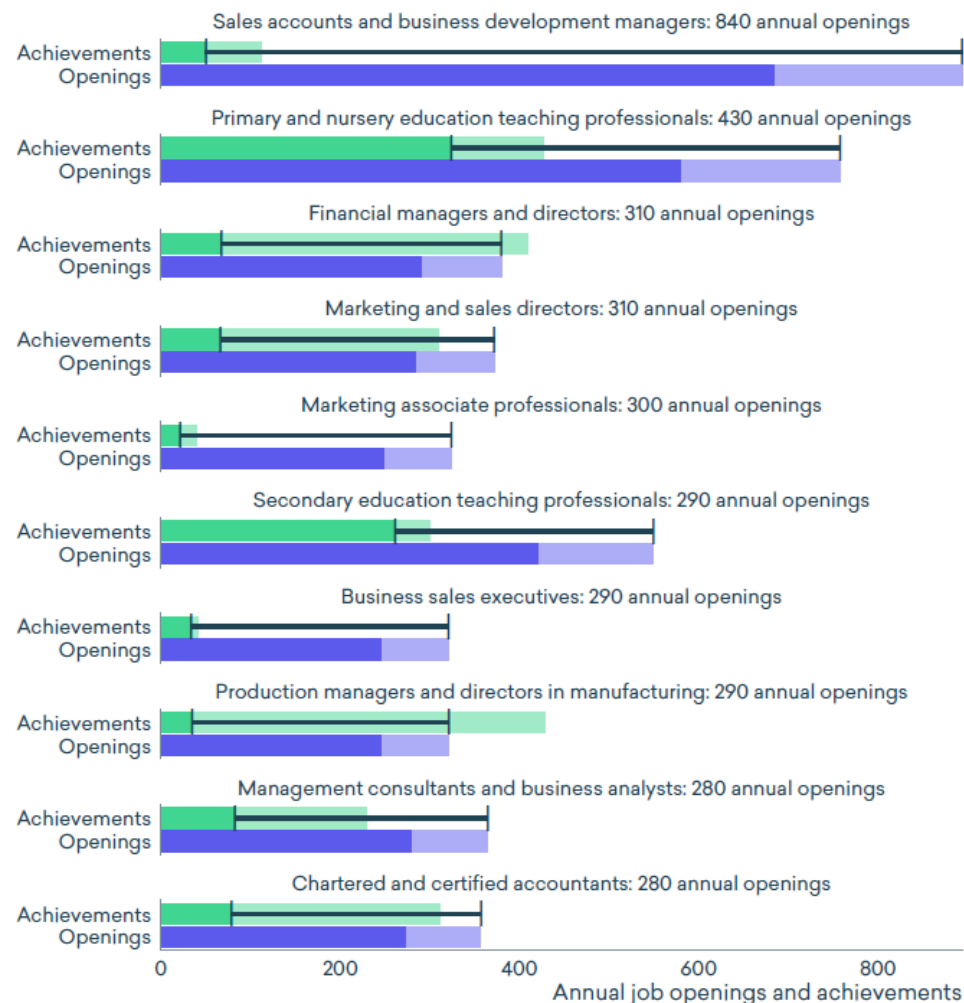
3. Priority areas

Assessing priority areas

Identify which priorities will be taken forward and use evidence to demonstrate a clear rationale for this

Outlining priorities

Provide an overview of the priorities that have been selected and outline why this decision was made.

3. Outlining priorities – Buckinghamshire Thames Valley

Priority 5: Buckinghamshire needs to increase local take up of pathways that lead to occupations in demand

Local provider courses offered map to occupations in high demand but within HE alone there is evidence of low take up of some of those courses including: biosciences, computing, education/teaching, engineering, health and social care, mathematical sciences, technology, law and medicine/dentistry.[19] Community learning take up is also low for in subjects high in demand in the

local economy: Information and communication technology, Health, public services and care, Retail and commercial enterprise, Construction, planning and the built environment, Science and mathematics, Engineering and manufacturing technologies, and Education and training.

At a UK level, women make up 55% of all undergraduates but less than half engage in scientific subjects, falling to just 15% in computer science. At A level, just 39% of mathematics A levels are taken by women and falling to 22% in physics. Anecdotal evidence states this position is mirrored in Buckinghamshire, reducing the supply of skills into in demand occupations.

This is in part put down to a lack of accurate and clear information about pathways to local in demand careers that corrects predisposed views of careers e.g. the insecurity of freelancing in creative or the economic return from non-academic paths and presents opportunities for women drawing on real examples of success.[20]

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4. Action plan

Action plan overview

Provide a clear overview of the actions that will be taken to address your selected priorities.

Monitoring and evaluation

Outline your plans for evaluating the success of chosen initiatives.

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4. Action plans – further guidance

Identify actions for each priority

- What current policies or initiatives are in place that could best address these priorities? Are new local policies or initiatives required?

- What previous interventions have assisted improvement to similar priorities? Are these available still or are there alternatives that will provide better outcomes?

- What are the short-term solutions and what will be longer-term solutions?

- What rationale is there for selecting these interventions over other options? For example, is there evidence that this intervention has been successfully implemented elsewhere and how would this apply to your area?

Refine the plan to be more specific and timebound

- What are the high-level timelines for delivering these priorities, including key milestones?

- What are the specific actions that need to be undertaken to achieve these priorities? Who will be involved? What are the timescales?

- How will the success of your chosen interventions be evaluated?

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4. Priorities Summary - Example

Priority	Rationale	Objectives	Actions	Success measures
Improve Graduate retention	o Evidence shows only 20% of HE graduates remain in LEP X after graduation o Analysis shows a lack of high level STEM skills, and this gap is expected to widen over the next 5 years as the Science and Technology sector continues to grow.	Increase the proportion of HE graduates choosing to stay in LEP X after graduation. Increase the proportion of the workforce with high level STEM skills to meet increasing demand.	<u>Short-term</u> o Work with university careers services to promote HE graduate opportunities in local area [By 01/09/20]. o Marketing campaign to promote low cost of living and housing affordability [By 30/06/20]. o Work with local businesses to help them build direct links with local Higher Education providers [By 01/05/21] <u>Long-term</u> o Make X LEP a more attractive destination for young adults by investing in and improving local leisure facilities. [By 2024]	o Increase in number of local HE graduates employed in LEP X 2 years after graduation. o Increase in proportion of workforce in LEP X with STEM skills at Level 4+ o Employers reporting increase in number of HE graduates employed from local Higher Education providers.
Priority X	Evidence shows XX	Achieve XX	<u>Short-term</u> o XX [By xx/xx/xx] <u>Long-term</u> o XX [By xx/xx/xx]	Improvement in XX

4. Priorities detail - Example

Add further detail for each priority

Priority X: Briefly outline the priority.

Rationale: Demonstrate why this issue is a priority by linking back to the evidence base.

Objectives: Outline what you wish to achieve through addressing this priority.

Actions: Present a list of specific actions that will be undertaken to address this priority, including named leads in SAP and timescales. This should be a live document, which is updated regularly to reflect any amendments. You may wish to present this information in a table for ease of communication.

Evaluation: Outline metrics and measures that will be used to evaluate success of initiatives.

Action	SAP Lead	External partners involved	Timescale	Status (Complete/In Progress)	Success Measures

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4. Summarising priorities – Tees Valley

STRATEGIC SUMMARY TABLE

The Tees Valley Strategy for Education, Employment and Skills is summarised within the framework below.

	Objectives ("why?")	Properties ("what?")	Routes to Delivery ("how?")
Support innovation and collaboration in education	To add value to the education of our young people to ensure they achieve the best they can and have good progression outcomes once they leave statutory education. This will contribute to improve attainment levels of our pupils and school performance.	• Improve the recruitment and retention of good teachers • Develop technical routeways for 14-16 year olds • Pilot new activities that enhance educational outcomes for our pupils.	• Create an Educational Innovation and Collaboration Fund • Support the Tees Valley Regional Schools Commissioner and Tees Valley School Improvement Board • Identify national funding gaps and provide investment where appropriate.
Develop a skills system for Business Growth	To provide better training routeways directly linked to businesses' skills demand that support Tees Valley residents to access progressive jobs.	• Create technical training routeways • Prepare for technical education reform in 2020 • Improve adult training better linked to business demand.	• Devolve Adult Education Budget • Engage with DfE to implement T levels for technical education • Engage with more businesses to inform skills provision • Support the creation of apprenticeship training.
Addressing long-term unemployment	To reduce long-term unemployment and the numbers of young people that continue to be out of work. Businesses continue to tell us they find it difficult to recruit locally. Levels of disengagement within our most deprived communities is a concern that results in residents not fulfilling their potential and continuing to be reliant on the welfare state.	• Increase the support for long term unemployed residents, especially those most distant from the labour market • Prevent young people becoming long-term unemployed.	• Implement the Routes to Work pilot • Develop 16-18 work experience pilot • Implement 16-18 holistic support • Develop and implement a new 18-24 support programme.

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4. Progress mapping – D2N2

THEME	ACTIONS	PROGRESS	PARTNERS	GAPS	RAG	PRIORITISATION	RECOMMENDATION	OUTCOMES
Future Workforce	All age careers support	National Careers Service delivered across EM Futures. DWP willing to tailor core employment services to LM needs. National Retraining Scheme under development (no detailed info available yet) D2N2 Provider Delivery Group brings all providers together to coordinate provision (relaunching November 2019)	Futures DWP CBI TUC	Structure to coordinate LMI into provision. Exhaustive analysis of provision and consistency of communication of LMI	A	Med	Develop coordination of existing support. Await launch of National Retraining Scheme. Inform using LMI and skills escalators.	Reduced skills mismatch
	Skills pathways - upskilling	Skills escalators for some careers on D2N2 schools website. Midlands Engine proposal to map and develop clearer pathways from school-FE-HE submitted. ESF SSW project - in work	HEIs FE Independent and specialist training providers	Will need incorporation of a number of sectors and educational providers.	A	Med	Resources lacking. Would benefit from LMI strategy first. Support Midlands Engine proposal	Reduced unemployment. Higher skills
	LMI	Limited ongoing / refreshed material Futures producing monthly bulletin High level LMI produced as part of SAP and LIS evidence base	Futures UoDerby LA analysts EMSI Black Country Consortium	D2N2 (virtual observatory). Regular programme of place based LMI for use by/with targeted cohorts. Data to support reduction in skills mismatch LMI messaging strategy	R	High - limiting progress of all age careers support, employment service coordination and careers delivery	Focus of analytical capability. Data for all audiences. Comms and dissemination strategy Embedded across partners (observatory) LMI portal?	NEET reduction. Impact on mismatch, careers support, employability services. Aspiration

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4. Monitoring and evaluation – Greater London Authority

Strategy Indicators

The indicators in table 1 will be used to measure the impact of the Mayor's Skills for Londoners Strategy. These headline indicators relate to the priorities and objectives set out in the strategy. There is a downward trend in some of these indicators at a macro-level over the past few years, such as Participation in Learning since 2016[144] and Skills at Level 3 since 2015[145]. Data will therefore be gathered for direct interventions to measure the impact of the SfL Strategy, where possible.

Table 1: Skills for Londoners Skills and Adult Education Strategy Indicators

Ref	Headline Indicator
SS1	**Participation in learning** Percentage of the working age population in London (aged 16+) participating in education and learning: total, broken down by target groups (sex, BAME, disability, social group and age).
SS2	**Employer investment in workforce skills** Proportion of employers that had arranged or funded any type of training (whether off or on-the-job) for any of their staff in the previous 12 months as a percentage of all employers: total, broken down by occupation, sector and size.
SS3	**Coordination of skills provision - skills shortage vacancies** Proportion of employers reporting a skills shortage vacancy as a percentage of all employers in London: total, broken down by occupation and sector.
SS4	**Coordination of skills provision - Working age population intermediate-level skills** Percentage of London working age population with intermediate skills (qualification at Levels 2,3 and 4 as well as Level 3 and above): total, broken down by target groups (sex, BAME, disability, social group and age).

Discussion questions

Reflecting on these examples and your experience of developing a narrative and action plan:

1. What has worked well in your SAP?

2. What has not worked as well? Is there anything you plan to do differently in future as a result?

3. Are there any particular challenges you have experienced/expect to encounter?

Reflecting on this guidance:

4. Is there anything you would like the guidance to do differently?

5. Do you have any suggestions for improvements or how to make it more useful?

Lunch

Developing the influence of SAPs - Local Skills Report

Shadi Ghezelayagh

Alison Venner-Jones

Jamie Zucker

Department for Education

What is a Local Skills Report?

- **Will build on your analysis and action plans and show how local providers and employers have responded to your local skills priorities**

- **Be reflective – highlighting progress against your action plan**

- **Forward looking – highlighting future priorities**

- **Contain examples of best practice (inc. case studies)**

- **Appropriate length and look for a range of audiences**

What are the timeframes?

- **Your first report will need to be published by end March 2021.**

- **We envisage the Reports would be produced on a regular basis, every 2 years thereafter.**

Why is it important?

- **Will highlight how your SAP has had positive impact on your local skills agenda by:**
    - showing how local providers and employers have responded to local priorities
    - supporting Government policies

- **Information contained in reports will help provide an England-wide picture of current and future skills needs forming part of evidence base that the Skills Productivity Board (SPB) will draw on. SPB evidence may be used by Ministers to inform policy decisions on wider skills issues.**

How do we make this different to the reports already produced?

- **To help us in the process of developing guidance, we'd like to know:**

  - what current productions are available locally?

  - who are these publications currently aimed at?

  - what works well in these publications?

  - what could be improved / done differently?

- **Activity – group discussion to draw out key points**

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How can we support you to produce your Report?

- **Have developed draft suggested contents**

- **Opportunity for you to discuss this. Welcome your thoughts on:**
  - Suggested content
  - Anything missing (based on the data and analysis you have)
  - Any challenges you might face in producing your report
  - How we can support you to produce your report

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Next steps

- **We will contact you to request further information on your current publications**

- **We are planning further research about what the Local Skills Report should look like – if you want to be involved please let us know at: SAP.PROGRAMME@education.gov.uk.**

- **We will develop and test guidance for the Report with you – over the next few months.**

Department for Education

SAPs working with the Careers & Enterprise Company

Karleen Dowden, Area Manager North

Leo Watson, Parliament and Government Relations Manager

14th February 2020

Our Mission

To **prepare** and **inspire** young people for the fast-changing world of work.

THE CAREERS & ENTERPRISE COMPANY

Our role

THE **CAREERS &
ENTERPRISE**
COMPANY

1. Building Networks

2. Supporting Careers Leaders

3. Backing the Gatsby Benchmarks

Partnership working between CEC and LEPs and MCAs

- Strategic partners ensuring that we work nationally but tailor locally

- Delivery partners for the Enterprise Adviser Network and Careers Hubs

- Co-funders of Enterprise Coordinators – the 'face' of CEC on the ground

- Our critical friends in shaping the direction of our work

- CEC regional teams involved in local governance groups for careers & skills

THE CAREERS & ENTERPRISE COMPANY

Building Networks: current scale across England

THE **CAREERS &**
ENTERPRISE
COMPANY

3600+
Schools and colleges in the Enterprise Adviser Network

38
LEPs/Combined Authorities co funding and delivering the Network

3000+
Enterprise Advisers supporting schools and colleges with their careers strategy

40
Careers Hub pilots underway
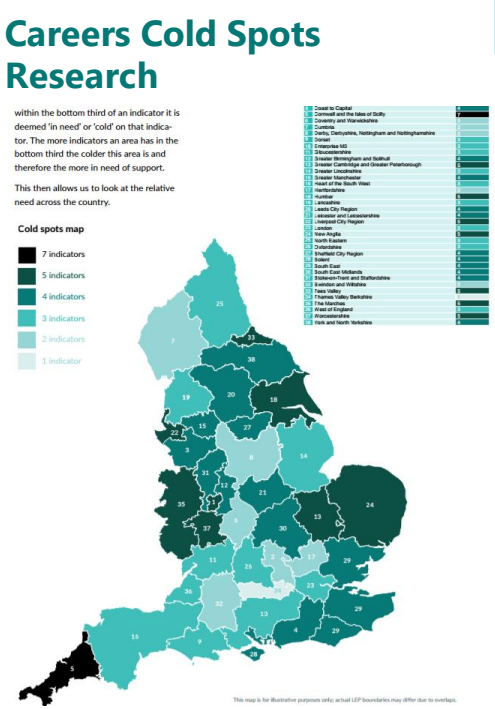
Backing the Gatsby Benchmarks: Digital tools

COMPASS +
THE CAREERS LEADER DASHBOARD

200 schools onboarded
>1000 by August 2020

COMPASS
CAREERS BENCHMARK TOOL

4488 schools used once or more
3473 schools used twice or more

FIND AN **ACTIVITY PROVIDER**

73 approved providers

TRACKER
CAREERS PLANNING TOOL

2280 schools started a plan
10,000+ activities planned

CAREERS PARTNERS
EMPLOYERS DATABASE TOOL

444 schools uploaded a partner
3818 partners uploaded

MIS Integration

Usage - Dec '19

Work to date

Backing the Gatsby Benchmarks: Measuring Success

Inputs

- **Good Careers Guidance:** Performance of schools and colleges against the 8 Gatsby Benchmarks

Key outputs

- **Personal Effectiveness** self-belief, persistence, purpose
- **Careers Readiness** careers planning, information and help seeking work-readiness
- **Employability Skills** imagination, problem solving, listening skills, sharing ideas, team work and leadership

Key outcomes: Destinations

- **NEETs** Number of young people not in education, employment or training
- **Destinations W**hat is a 'good destination'

Digital Tools

Our digital reach

- **3800 out of 5191, equal to 73%,** of secondary schools, colleges, special schools and pupil referral units in England have completed a Compass evaluation

- In 2015 Compass evaluations stood at 361, with 1.34 benchmarks fully achieved on average. **In 2019, there were 3351 institutions with an evaluation and an average of 3 benchmarks fully achieved**
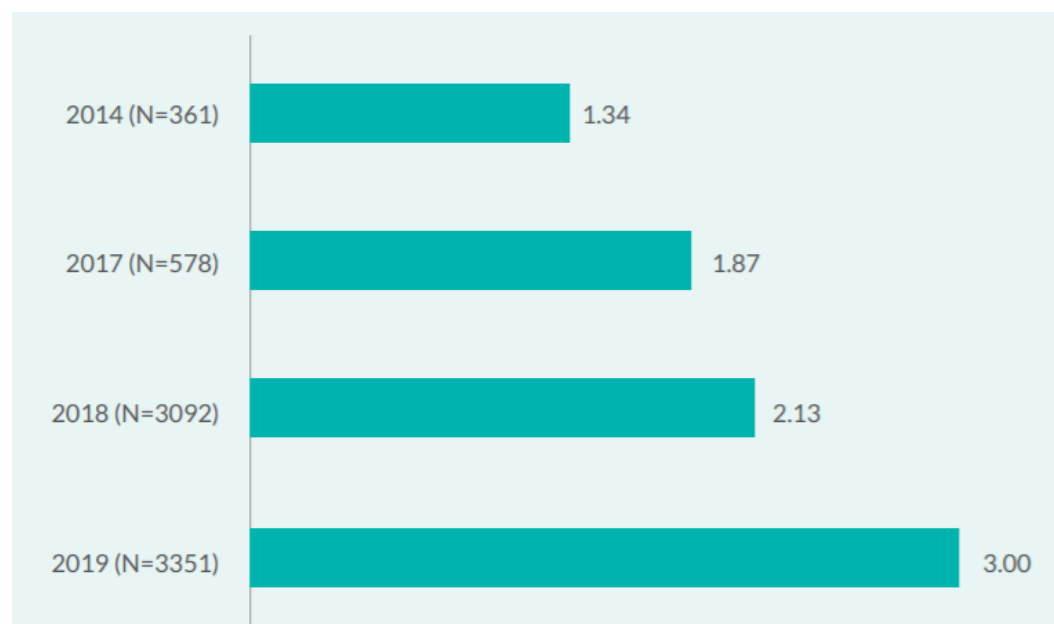
Digital Tools – Compass+
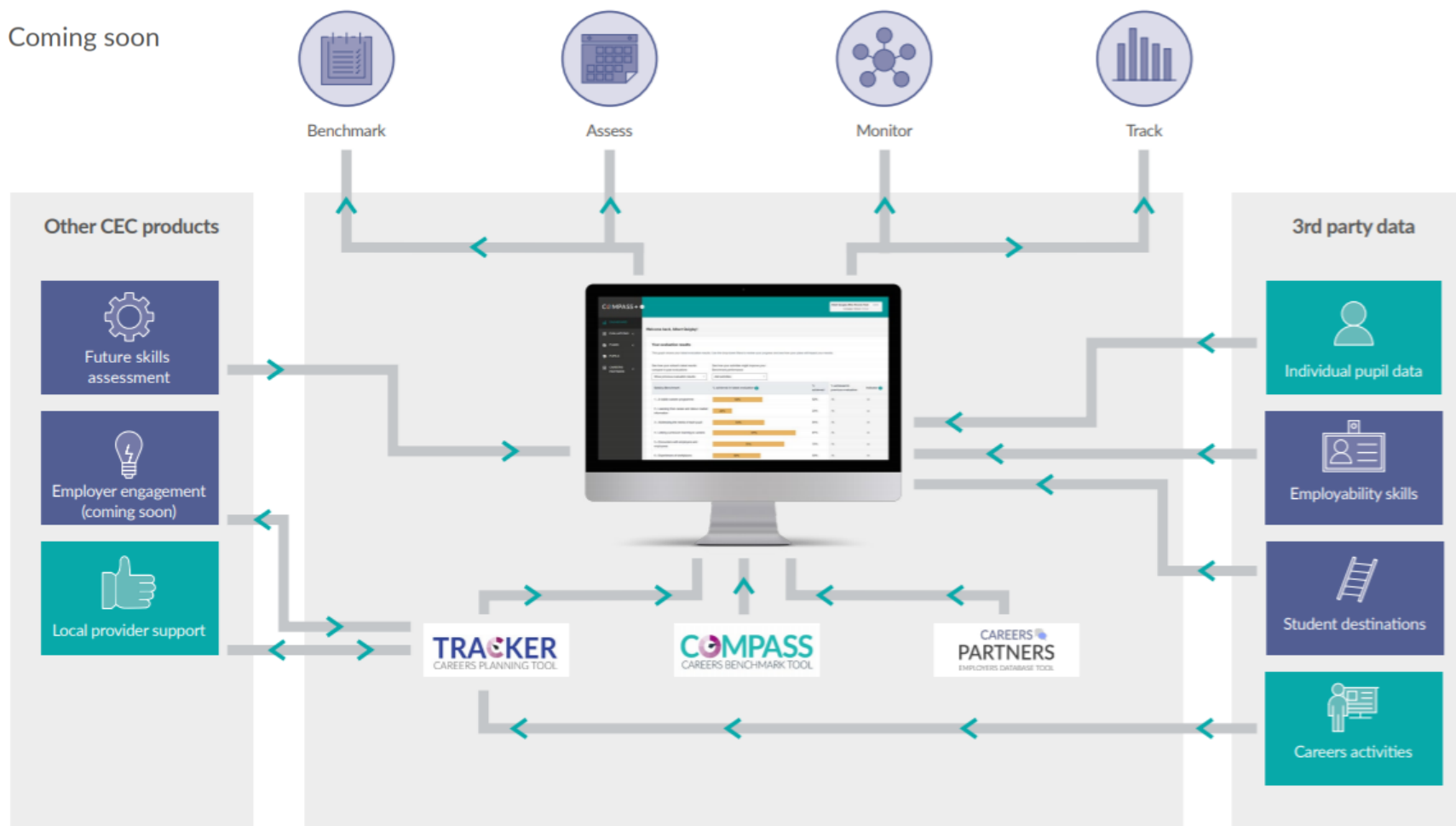
Strategic benefits for Careers Leaders – Progress against all benchmarks

- Over 2,800 schools and colleges have completed Compass twice. They show **improvements on every dimension of careers support**
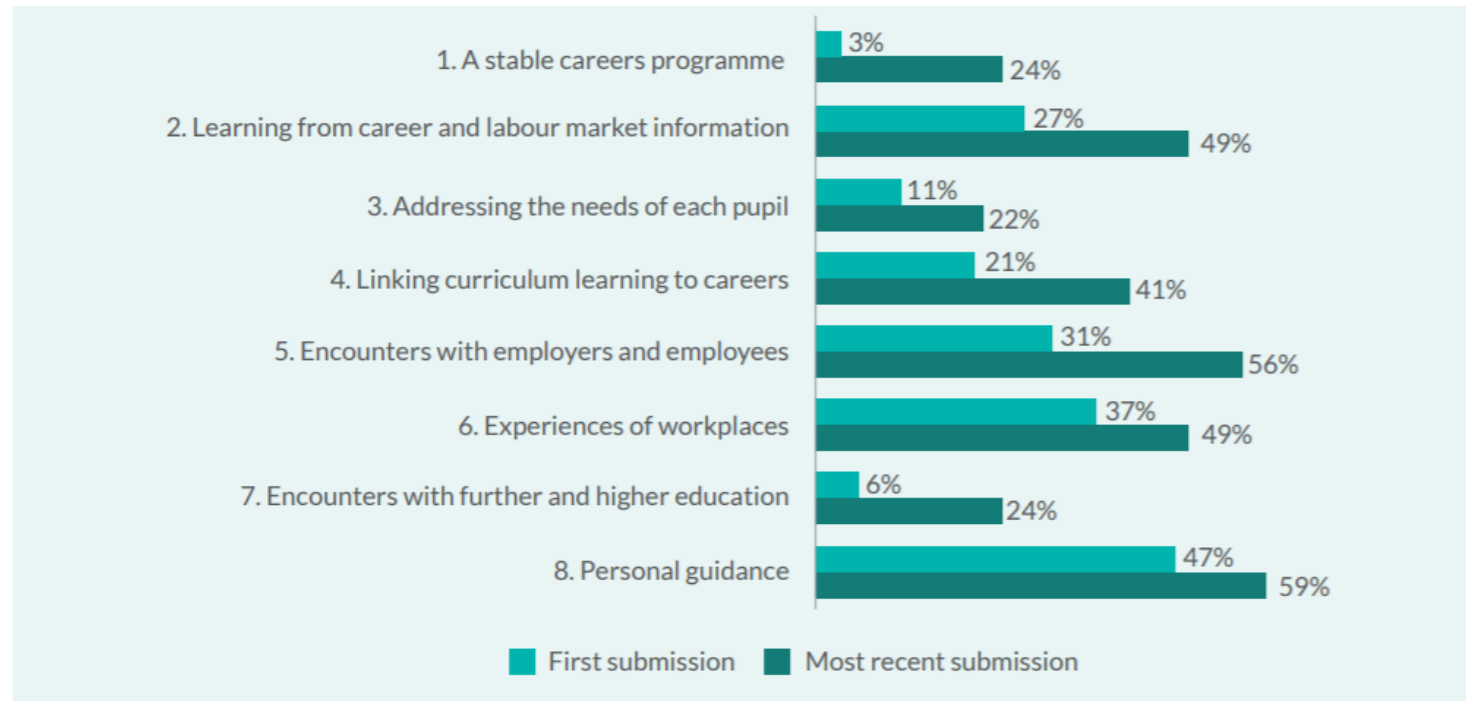
How the data can help – Pupil-level insights and guidance

Through the inclusion of pupil-level MIS data, Careers Leaders can focus their limited time where it will make the most impact. They can:

- Create custom groups to **target relevant careers interventions** to the students most in need

- Create **detailed reports and data visualisations** to monitor performance

- Get a comprehensive summary of the careers provision for each pupil, and share the report with the pupil to **meet Gatsby Benchmark 3 requirements**

- **Record intended and actual destinations,** again helping achieve GBM3

Through our work:

- At least **2 million young people** are now receiving an encounter with an employer every year

- Progress has been particularly strong on **'Encounters with employers and employees'** and **'Linking curriculum learning to careers'** Gatsby benchmarks

- **Over half of schools and colleges** are achieving benchmarks 'Encounters with employers and employees'

CEC data supporting skills analysis,

Usage of our tools gives us **powerful data insights** that benefit everyone:

- **Compass data** shows us which institutions, Hubs and LEPs are performing best, so we can share their best practice with those that have more still to achieve

- **Compass data** also shows us how Hubs are helping lift institutions results compared to non-Hub institutions – leading to the creation of 20 new Hubs in Winter 2019

- **Tracker, Provider Directory and Careers Partner data** helps us track nationwide progress against the government's target of 4 million employer encounters

These are just some of the insights that we gain from Careers Leaders using our digital tools.

- We know that **our strategy is working**

- We know where we need to concentrate next to **ensure that every pupil is getting their careers entitlement**

Discussion

Our vision

- All schools to adopt the Gatsby Benchmarks

- All schools using Compass+ to track, monitor and benchmark their careers provision

- A national model of careers provision aligned to the local industrial strategy with governance by a Skills Advisory Panel (or similar)

The challenge

THE CAREERS & ENTERPRISE COMPANY

- Data to show impact of good careers provision on destinations for young people

- Evidence that a focus on LMI in careers provision impacts on education and employment decisions made by young people

- Evidence of careers provision impacting on attainment

Discussion:
- What data could we share between SAPs and CEC to build a comprehensive picture of how effective careers input impacts on skills?
- How could your SAP and your local skills analysis contribute to the careers input in schools and colleges? Where are the gaps?
- How should a SAP's leadership on the skills agenda support careers?
- What joint message do we need to take back to government?

Shaping the SAPs analytical team workplan for 2020

Alice Chaverot

Shadi Ghezelayagh

Hannah Keogan

The SAPs Analytical team

Shadi Ghezelayagh

SAPs Analytical Lead

Alice Chaverot   Hannah Keogan
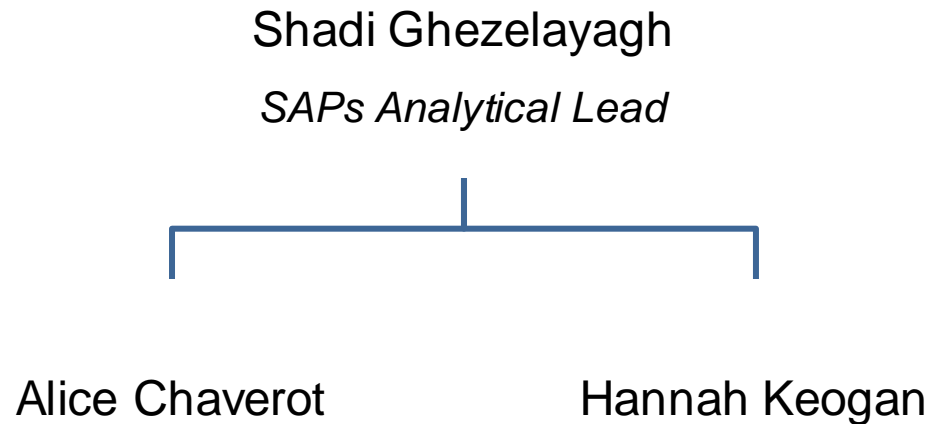
- Our key objective is for all 36 SAPs to use robust evidence to inform their local skills strategies and influence decisions to reduce skills mismatches.

- We provide analytical support to SAPs through guidance, webinars and best practice, analytical reviews, data access/visibility.

- We are a small team and your feedback really helps us understand where we add most value and prioritise accordingly.

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Our work to date

To date, the focus of our team has been on helping you and your SAP better understand and assess local skills challenges, through building robust evidence bases.

Building on your feedback, and thanks to your active engagement throughout the year, we were able to support you through:

Guidance	Webinars & Best Practice	Analytical reviews	Data/evidence access and visibility
✓SAPs Analytical Toolkit ✓Skills Analyst job description ▪ *Action plan guidance*	✓SAPs Analytical Toolkit Q&A ✓ESFA Datacube demo ✓Examples of analytical best practice ✓*Online platform*	✓Progress reviews in summer & autumn ✓1-2-1 feedback and support	✓Data sources document ✓New publications & research ▪ *Data tool / Examine a Place* ▪ *ESFA datacube*

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Suggested priorities for 2020

Based on what you have previously told us, moving forward we think our team would add most value to you and your SAP by focusing on:

1. Helping you use the evidence to influence decisions and instigate change.

2. Building a stronger analytical community.

3. Improving access to data and analysis to fill existing gaps in your evidence base.

4. Building the national picture of local skills needs.

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for Education

Suggested activities for 2020

Falling under these priorities could be the following activities:

Influencing decisions	Analytical community	Access to data and analysis	National picture
▪ Action plan guidance & review ▪ Skills Report research & guidance ▪ Case studies of effective SAPs activities ▪ Research on what influences decision-making by learners and parents, employers, providers	▪ Examples of analytical best practice (e.g. assessing future skills needs) ▪ Webinars (e.g. Online vacancy data sources) ▪ Online forum/platform ▪ Newsletter ▪ Regional meet-ups	▪ Data tool / Examine a Place ▪ ESFA datacube access and training ▪ Working with OGDs to improve access ▪ Central data analysis (e.g. learners' pathways & destinations)	▪ National account of local skills needs drawing on SAPs evidence bases

- ▪ Are these the right priorities to be focusing on?
- ▪ What activities would most help your SAP use evidence to influence decisions and instigate change?
- ▪ How and when would these need to be delivered to add most value to your work?
- ▪ What are the key evidence gaps that prevent your SAP from making/influencing effective decisions?
- ▪ What is the key element you need from data tool / Examine a Place, and by when for greatest impact?

Department for Education

Next Steps and Close

Jamie Zucker

Skills Advisory Panels (SAPs)

Evidence Guidance

[Supplementary guidance for the SAPs Analytical Toolkit]

February 2020

DRAFT

Department
for Education

Contents

Introduction

This document has been designed to complement the existing SAPs analytical toolkit which outlines the key stages of SAPs analysis. The SAPs Programme Team have identified that SAPs have developed extensive evidence bases and that the impact of this analysis could be enhanced by developing a stronger narrative. Making clear to stakeholders what the data shows and highlighting clear headline messages will help build SAPs influence and ensure the local skills priorities identified are data-driven and informed by their evidence base.

The following document has been developed drawing on best practice from SAPs which have developed effective action plans and is intended to provide guidance for how you may wish to structure your evidence base. However, this is not prescriptive, and we would expect that each area will tailor the content as they see fit so that it best suits their needs.

This guidance starts with general points on how to develop an effective narrative, before taking a more in-depth looks at action plans, as this was identified as one of the key areas for further development in the recent progress review. The final section of the guidance explains a possible structure for the evidence base, including the rationale for each section and prompts to consider. We understand that some areas have opted to take a sectoral approach to their analysis, and have provided specific guidance for this in Annex A. We would also encourage those focusing on sectors to consider taking a cross-sector, occupational approach to the analysis.

This guidance is a working document and we would welcome feedback on what approaches have or have not been successful in your experience. Please contact the SAPs Programme Team on sap.programme@education.gov.uk if you have any comments or suggestions.

Important issues to consider

As you continue to develop your SAP and have influence in the local area, there are some important issues which should be considered:

Role of SAPs

SAPs should be aware that providers are subject to competition law and must comply with such law when having regard to SAP recommendations on local provision. SAPs make recommendations as to local skills priorities and propose actions plans. However, decisions as to how these priorities should be addressed or how these actions plans should implemented (for example, decisions as to the type and quantity of courses to be delivered or the number of learner places to be made available by a provider) are the responsibility of the providers.

Sharing outputs

As set out in the analytical toolkit, we encourage SAPs to consider how they can *"share analysis and best practice, as widely and transparently as possible"*, either through publishing analysis and action plans, or sharing these documents with local stakeholders.

General Data Protection Regulation

You should ensure that personal data is processed and stored in accordance with GDPR regulations. Further information on GDPR can be found in this guide to GDPR.

A. General recommendations

There are a number of general points we would encourage you to consider in order to strengthen the narrative of your analysis:

Telling a story

- Ensuring that the main body of the report contains only analysis that makes a case for change will help 'tell the story' of your evidence. Supplementary analysis can be included in an annex to ensure the main evidence base remains concise and easy to digest for stakeholders.
- Using graphs and charts can be an effective way of visually communicating key trends, particularly when accompanied by supporting commentary which explicitly states what they show. Although data tables can provide useful information, we recommend using these sparingly in the main report and considering whether they may be better suited to an annex, as they take more time to digest and extract key messages from.

Using summaries

- Including a summary for each section of your report helps draw out the key issues and implications. This will draw attention to the most important findings and thereby help develop a logical narrative leading to the chosen priorities.
- Depending on the length of your evidence base, it may be helpful to also include an overview of all key points for stakeholders who may not have time to focus on the detailed underlying analysis.

Linking evidence and action plans

- Presenting the evidence alongside the strategy and action plans in a single document can help stakeholders better understand the rationale for focusing on the chosen priorities. For those choosing to present the analysis, the strategy and the action plans in separate documents, it is very important to clearly reference and build on analytical findings. The following guidance follows the first approach but is still relevant for those producing separate documents.

B. Developing an effective action plan

This guidance is intended to highlight the key stages of developing effective action plans around identifying priorities and addressing local skills needs.

Identify actions for each priority

Each priority identified should be linked to specific actions which state how they will be addressed. You may wish to consider:

- What current policies or initiatives are in place that could best address these priorities? Are new local policies or initiatives required?

- What previous interventions have assisted improvement to similar priorities? Are these available still or are there alternatives that will provide better outcomes?

- What are the short-term solutions and what will be longer-term solutions?

- What rationale is there for selecting these interventions over other options? For example, is there evidence that this intervention has been successfully implemented elsewhere and how would this apply to your area?

Refining the plan to be more specific and timebound

We recognise that initially plans may be fairly high level as you work with relevant stakeholders to identify appropriate priorities and possible interventions. However, we would encourage you to include more specific detail where possible to explicitly identify the steps that will be taken to achieve your priorities. You may wish to consider:

- What are the high-level timelines for delivering these priorities, including key milestones?

- What are the specific actions that need to be undertaken to achieve these priorities? How will you get local stakeholders involved? What are the timescales?

- How will the success of your chosen interventions be evaluated?

Example Action Plan Structure:

Summary Table

Priority	Rationale	Objectives	Actions	Success measures
Improve graduate retention	o Evidence shows only 20% of HE graduates remain in LEP X after graduation o Analysis shows a lack of high level STEM skills, and this gap is expected to widen over the next 5 years as the Science and Technology sector continues to grow.	Increase the proportion of HE graduates choosing to stay in LEP X after graduation. Increase the proportion of the workforce with high level STEM skills to meet increasing demand.	Short-term o Work with university careers services to promote HE graduate opportunities in local area [By 01/09/20]. o Marketing campaign to promote low cost of living and housing affordability [By 30/06/20]. o Work with local businesses to help them build direct links with local Higher Education providers [By 01/05/21] Long-term o Make X LEP a more attractive destination for young adults by investing in and improving local leisure facilities. [By 2024]	o Increase in number of local HE graduates employed in LEP x 2 years after graduation. o Increase in proportion of workforce in LEP X with STEM skills at Level 4+ o Employers reporting increase in number of HE graduates employed from local Higher Education providers.
Priority X	Evidence shows XX	Achieve XX	Short-term o XX [By xx/xx/xx] Long-term o XX [By xx/xx/xx]	Improvement in XX

Further detail for each priority

Priority X: Briefly outline the priority.

Rationale: Demonstrate why this issue is a priority by linking back to the evidence base.

Objectives: Outline what you wish to achieve through addressing this priority.

Actions: Present a list of specific actions that will be undertaken to address this priority, including named leads within the SAP and timescales. This should be a live document, which is updated regularly to reflect any amendments. You may wish to present this information in a table (see example below) for ease of communication.

Evaluation: Outline metrics and measures that will be used to evaluate success of initiatives.

Action	SAP Lead	External Partners Involved	Timescale	Status (Complete/In Progress/Not Yet Complete)	Success measures

C. Example of how to structure your evidence effectively

1. Overview of your area

This section contains details of how to set out the key strategic and economic context of your SAP and identify unique features of your local area. This will help you to understand the wider context of your local area and the possible implications these factors will have on skills issues.

Overarching ambition

What: Set out the overall economic ambitions and context for your SAP.

Why: To demonstrate your local goals for boosting productivity and helping people reach their potential.

Points to consider:

- What is your area's overall economic ambition?
- What is the strategy that underpins your area's wider aims, e.g. clean energy centre, production powerhouse, commercial centre, centre of culture/art etc. How does this align with your Local Industrial Strategy?

Alignment with SAPs analytical toolkit: Stage 1 – Analysis and definition of the local landscape

Key features of the area

What: Provide an overview of the key features of your local area using key statistics and local insight.

Why: To highlight key issues or themes that may impact your economic and skills landscape. This will help you to identify the impact of wider issues (e.g. ageing population, labour migration) as well as those specific to your local area.

Points to consider:

- What are the key features of the geography and demographic in your area? How and why might this influence your economic or skills plans?
- What makes the area unique? What are some of the practical, geographical or physical challenges the area faces in relation to the labour market/skills? For example, is it a highly rural area with relatively low levels of provision or labour migration, no higher education providers, etc.?

Alignment with SAPs analytical toolkit: Stage 1 – Analysis and definition of the local landscape

2. Area evidence base

This section outlines how to develop the main body of your evidence, by exploring the skills supply and demand data, highlighting skills gaps and using this information to identify emerging priorities. This will help you to establish a robust analysis which will logically lead to key skills issues for your area.

The current skills landscape

What: Explore current skills supply and demand data and consider how this profile may change in the future, by reflecting on key features of the area and strategic priorities.

Why: To draw out key issues and opportunities in the local area, both now and in the future. This will help inform the later mapping of supply and demand.

Points to consider:

- Thoroughly explore **skills supply data** for your SAP:
  - Are there any skills which are overprovided for in your area?
  - What is the average skill level in your area (e.g. measured by level of educational qualification)?
  - How does your area's skills data compare to national average and/or to areas of a similar size or geography?
  - How will wider trends (e.g. ageing population, migration) impact on skills supply in your area?
  - Forward look- What do data trends indicate will happen to your area's <u>future supply?</u>

- Thoroughly explore **skills demand data** for your SAP:
  - In what sectors/occupations is demand highest/lowest? Why? Has there always been high/low levels of demand in this sector/occupation or is this a relatively recent development?
  - What does the demand data say about your area (e.g. predominantly agricultural area, growing service sector etc.)?
  - How will wider trends (e.g. automation) impact on skills demand in your area?
  - Are there any strategic or economic factors which may affect future demand (e.g. large investment in a particular sector)?
  - Forward look- What do data trends indicate will happen to your area's <u>future demand</u>?

Alignment with SAPs <u>analytical toolkit</u>: Stage 2 – Analysis of skills demand, Stage 3 – Analysis of skills supply.

Gap analysis

What: Consider where there currently is and is likely to be in the future, a mismatch between skills supply and demand.

Why: To identify the key skills gaps and mismatches. This will help show what the key priorities should be and identify areas which need to be addressed.

Points to consider:

- How robust is the evidence base? Are the data sources used of sufficiently high quality to draw robust conclusions about skills gaps?
- What is your current skills landscape - what do your supply and demand data for skills tell you? For example, do you have high demand and little supply or vice versa, what sectors/occupations does supply outstrip demand in?
- Is there a geographical as well as sectoral pattern to your supply and demand?
- Where do you have demand for skills and little supply? How recent is this? Are there clear external or internal factors that have contributed to this, if so why/how?
- Using national data as a comparator where possible, which of your skills gaps do you believe are more unique to your area, and which are more widespread nationally?
- Which are the most pertinent skills gaps in your area and why?
- Are there any emerging skills gaps which data is indicating will continue to worsen?

Alignment with SAPs analytical toolkit: Stage 4 – Mapping of supply and demand

Emerging priorities

What: Use the key findings from the analysis to identify the main issues and challenges.

Why: To build on the evidence base, particularly the gap analysis, to identify key skills issues for the area.

Points to consider:

- As a result of looking at the current landscape and gap analysis, what do you think the emerging priorities for your area are? Are these surprising or closely aligned with local perceptions?
- How unique do you feel these priorities are to your area? How many are likely to be widespread nationally?
- Are there any in particular which stand out as particularly important or relatively un-important for the local area?

Alignment with SAPs analytical toolkit: Stage 5 – Conclusions

3. Priority areas

This section outlines how to identify which priorities should be taken forward, and how to articulate this in your report. This will ensure you have a strong rationale for your chosen priorities, which in turn will help you influence stakeholders.

Assessing priority areas

What: Build on emerging priorities to identify those which will be taken forward.

Why: To demonstrate a clear rationale for why chosen priorities were selected over others.

Points to consider:

- Weigh up all of your area's emerging priorities, think about which might need to be addressed as a priority over others. Think about how many it may be feasible to pursue at once and which might need to be pursued more independently.
- Think about what priorities are closely aligned to the areas' stated ambition in Section 1 of this guidance and how they can support that ambition.
- Consider which emerging priorities you may wish to discount and clearly state the reasons for this.
- Consider which emerging priorities you think may be addressed by other means outside of the SAP's function.
- Consider whether these priorities are unique or similar to higher geographical levels (e.g. international, national or regional?). Do neighbouring areas have similar priorities?
- Think about where your SAP could have the greatest impact and why.
- Think about whether the emerging priorities need to be pursued in the short, medium or long-term and why, will that impact how you wish to prioritise actions on them?

Alignment with SAPs <u>analytical toolkit</u>: Stage 5 - Conclusions.

Outlining priorities

What: Provide an overview of priorities which will be pursued.

Why: To make clear what each priority is and to demonstrate the logic that led to the selection of that priority.

Points to consider:

- In turn, take each selected priority and discuss in detail. You may wish to include a high-level discussion of what actions could be taken to address this; alternatively, you may find that this fits better in the action plan.
- For each priority, you may wish to consider:
    - Why is this a particular issue?
    - Is this priority applicable to all of your local area or just a certain subset?
    - What are the key statistics that demonstrate the importance of this?
    - What do you aim to achieve by addressing this priority?

      o   What are the possible mechanisms for addressing this priority?

Alignment with SAPs <u>analytical toolkit</u>: Stage 5 - Conclusions.

Example:

Priority 1: Improve HE graduate retention in local area

Evidence shows that only 20% of HE graduates from Higher Education providers in LEP X stay in the area after graduation, with many choosing to move to larger cities in nearby LEPs. This is a particular issue given that the analysis revealed a high levels skills gap in LEP X, particularly for STEM subjects and the high level of growth in the local Scientific and Technical sector. Improving HE graduate retention will help to address this gap and will ensure an ongoing supply of high-level STEM skills. Possible initiatives to address this in the short term could include working closely with university career services to promote local graduate opportunities, running a marketing campaign to highlight the low cost of living for young people and working with businesses to help them develop direct links with local Higher Education providers. Longer-term, developing the towns within LEP X to be more attractive to young people by improving local facilities will help encourage students to stay locally following graduation.

4. Action plan

This section outlines how to present an action plan and implement mechanisms for future evaluation and monitoring of initiatives. This will help you articulate your plans and priorities to stakeholders and will ensure your actions can be evaluated for success.

Action plan overview

What: Provide a clear overview of the actions which will be taken to address your selected priorities.

Why: To make clear to stakeholders what actions have been prioritised and why these have been identified as the most appropriate course of action.

Points to consider: You may also wish to refer to the earlier guidance on <u>page 6.</u>

- As a minimum this section should <u>list the actions your SAP intends to take to address the priority areas in Section 3</u>; this could be in written form or shown in a table or diagram.
- You should provide some supporting rationale for why this action has been deemed suitable- this may include evidence to show it has been a successful intervention elsewhere and why it is relevant for your area.
- You may also wish to:
  - Discuss plans for each priority in more granular detail, building on discussion from the 'Outlining Priorities' section.

- o Provide the high-level timelines linked to your plans.
- o Explain why you chose that action over other possible actions.
- o Highlight how you will engage with stakeholders and external partners to implement these actions.
- o Provide more detailed plans or milestones in an annex.

Alignment with SAPs analytical toolkit: Stage 5 - Conclusions.

Monitoring and evaluation

What: Outline plans for evaluating the success of chosen initiatives.

Why: To show how success of planned actions will be measured to ensure that the identified initiatives are successfully helping to address priorities in the longer-term.

Points to consider:

- Discuss how you will evaluate if your plans are working to address the priorities you set for the SAP in section 3. This may include metrics / indicators of success/ targets. If so, why are they the best measure to assess your priority?
- Consider how you will manage change. How will you allow for the fact priorities for your area may shift or change during the time your plans are in motion?
- What external support can your SAP draw on to help ensure the continued success of the SAP?

Alignment with SAPs analytical toolkit: Stage 5 - Conclusions.

Annex A: Sectoral approach

We recognise that some areas have opted to take a sectoral approach to their skills analysis, choosing to conduct various deep dives for each sector, or for those sectors deemed most important for the local area. Whilst this approach can be effective, there are a number of points we would encourage you to consider in order to ensure your analysis meets the standards set out in the SAPs analytical toolkit and ensures your SAP has influence locally.

Explain your choice of sectors

If you have opted to focus on certain sectors in your analysis, we would encourage you to clearly articulate how and why these sectors were chosen. For example, do these sectors fit with the particular economic ambitions for your area, or has analysis shown that they are high-growth sectors? Explicitly stating your rationale for focusing on particular sectors will help justify your approach to stakeholders and ensure your analysis has impact.

Consider an occupational approach

Many occupations can cut across sectors; for example, a software developer could work in many sectors including retail, business or IT. We would therefore encourage you to also take a cross-sectoral occupational approach to your analysis and consider what the implications are for your key sectoral findings.

Ensure your documents are joined-up

If your evidence is split across a number of different reports, it is important to ensure that there is consistency and join up between these in order to increase the impact of your analysis. This could be achieved by drawing all reports into a central repository or using a single document to draw out key findings or signpost to each report. This will help ensure all the relevant information is easily accessible to stakeholders and that your overarching strategy remains present between documents.

Consider developing a single action plan

Whilst each sector report is likely to contain actions relevant to that particular sector, we recommend also producing a single document that brings together all skills-related actions in one place. This will help you to clearly communicate all future plans to stakeholders, as well as enabling you to identify links between different priorities and actions. For example, if each sectoral report highlights a need for more apprenticeship opportunities, you may find that this is better addressed by an initiative covering all sectors.

Working Futures 2017-2027: Long-run labour market and skills projections for the UK
Headline report

Rob Wilson, David Owen, Derek Bosworth & Sally-Anne Barnes

Institute for Employment Research, University of Warwick

Mike May-Gillings & Shyamoli Patel

Cambridge Econometrics

Department for Education

Working Futures 2017-2027: An overview

This report provides an overview of the *Working Futures 2017-2027* project commission by the Department for Education and undertaken by the Institute for Employment Research at the University of Warwick in partnership with Cambridge Econometrics. This is the seventh in a series of assessments of UK labour market prospects carried out every 2-3 years since 2002.

This headline report presentation provides an overview of the project and methodology, and presents key messages and the headline data.

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An introduction to *Working Futures*

- *Working Futures* provides a rich and detailed picture of how current employment patterns may evolve over the next decade, based on explicit assumptions about how the UK labour market is expected to behave.

- The projections are based on a comprehensive and detailed model of the UK labour market.

- It projects the future size and shape of the labour market by considering prospects for the UK economy generally using a detailed multi-sectoral, multi-regional econometric model.

- It distinguishes employment by industry, occupation, qualification level, gender, employment status and geographical area.

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Aims and objectives

- The main purpose of *Working Futures* is to provide a rich source of information that can inform choice and facilitate evidence based rather than anecdotal decision making.

- **For employers**, it provides an indication of likely future requirements for skilled labour, including by industry sector and occupation.

- **For individuals**, it gives a sense of where the future jobs may be and whether they will be in growth industries, or meeting a need to replace retiring workers.

- **For education and training providers**, it gives an insight into the skills that are likely to be in the greatest demand in the future.

- **And for policymakers**, it facilitates considerations about whether the education and training system is going to deliver the right people for the right jobs in the future.

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Interpreting the results

- The *Working Futures* projections are grounded in a forecast of the future macroeconomic and labour market context. This is especially difficult at the present time with all the uncertainties associated with Brexit.

- Forecasts should not be interpreted as a concrete snapshot of what the future labour market must be, but rather they set out the implications of the various assumptions detailed below.

- Despite the uncertainties many of the underlying trends and changing patterns are robust and likely to occur in any event.

- Readers are advised to focus on changes in patterns of employment for industries and occupations.

- The projected values provide broad indicators of scale, but they are not precise estimates.

- The results should be regarded as a robust benchmark for debate and used in conjunction with a variety of other sources of labour market information.

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Methodology

The projections are based on:

- The use of a multi-sectoral, regional macroeconomic model (Cambridge Econometrics' MDM-E3 model), combined with occupational, replacement demand and qualification modules;

- The latest official data published by the Office for National Statistics;

- A set of explicit assumptions about some of the key economic, technological and social trends, such as on economic growth, global exchange rates, UK government spending and UK interest rates;

- Assuming that past patterns of behaviour and performance in the labour market continue into the future;

- Taking into account the result of the 2016 Referendum and implications for Brexit (although uncertainties about this remain).

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Key Models

The demand for and supply of skills depend upon:

1. General economic prospects – levels of economic activity as measure by output indicators such as GVA by sector/ industry;

2. Demographic prospects, including population growth and trends in labour market participation;

3. Changing patterns of the demand for skills (measure by occupation and qualification) within sector/industry;

4. Changing patterns of the supply of skills measured by highest qualification held

1 & 2 are determined by CE's macroeconomic model (MDM-E3)

3 & 4 are determined by separate models developed by IER and which are driven by 1 &2

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Macroeconomic and labour market context

- Despite these uncertainties the **UK economy is expected to continue on a sustained path of moderate growth**, as measured by GVA (the measures of the value of goods and services produced in the economy).

- GVA projections drive the employment projections and indicates the type of areas of the economy that are likely to drive growth, providing an indication of the future skills needed in the economy.

- This will determine prospects for employment.

- UK GVA growth will peak at 1.7% in 2020, and average 1.1% p.a. for the rest of the forecast period to 2027.

- In the short to medium term, it is anticipated that the effects of the UK leaving the EU will:

    - create restrictions to trade with the EU;

    - lower long-term investment; and

    - reduce annual net migration.

- **This will result in lower growth than would have been expected before the UK referendum vote to leave the EU.**

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Possible macroeconomic effects of Brexit

**Comparison of estimates of the possible impact of Brexit
(No Deal / adoption of World Trade Organisation rules)**

% difference in GDP level from baseline

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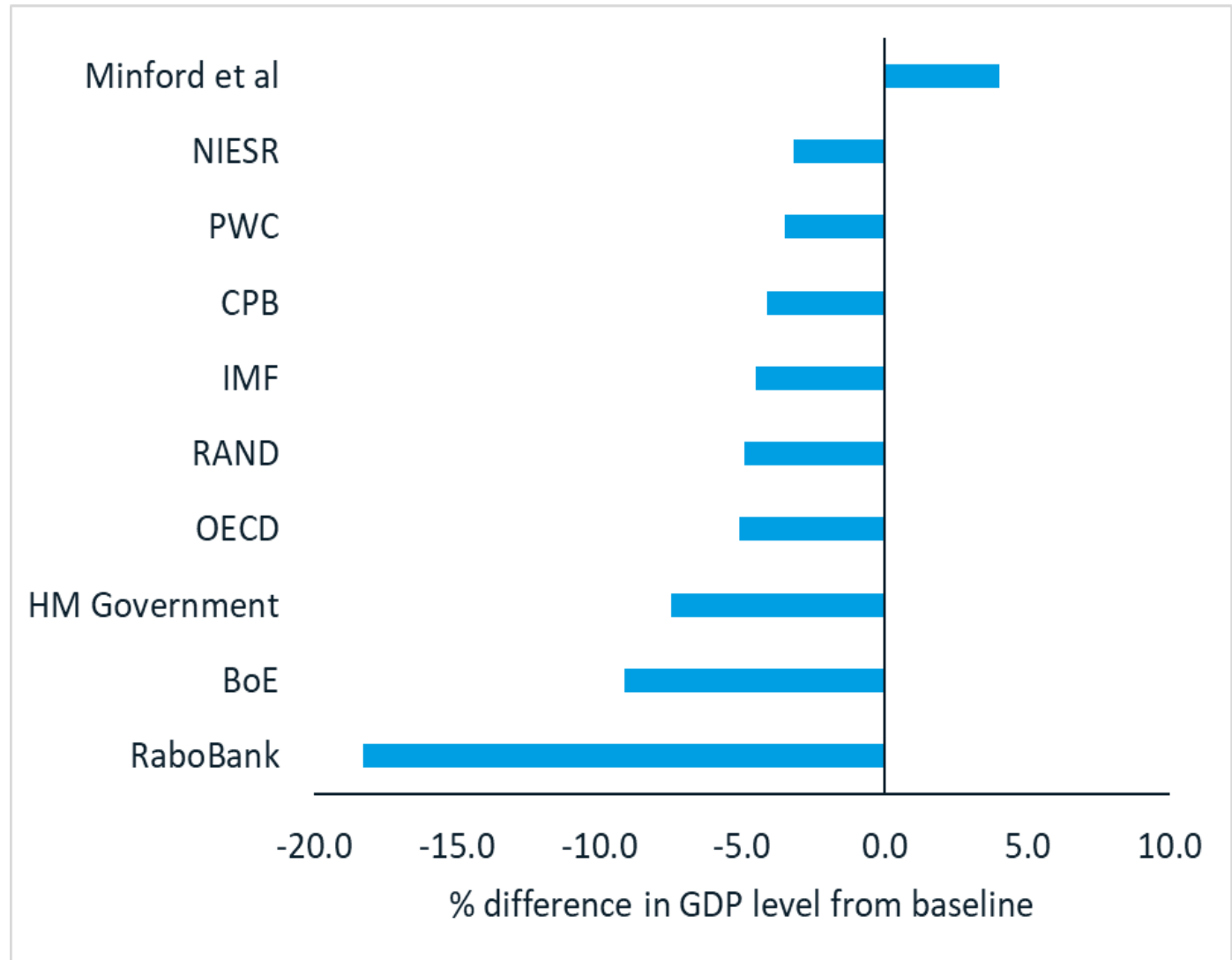
Employment trends in the UK


Employment trend in the UK, 1990-2027
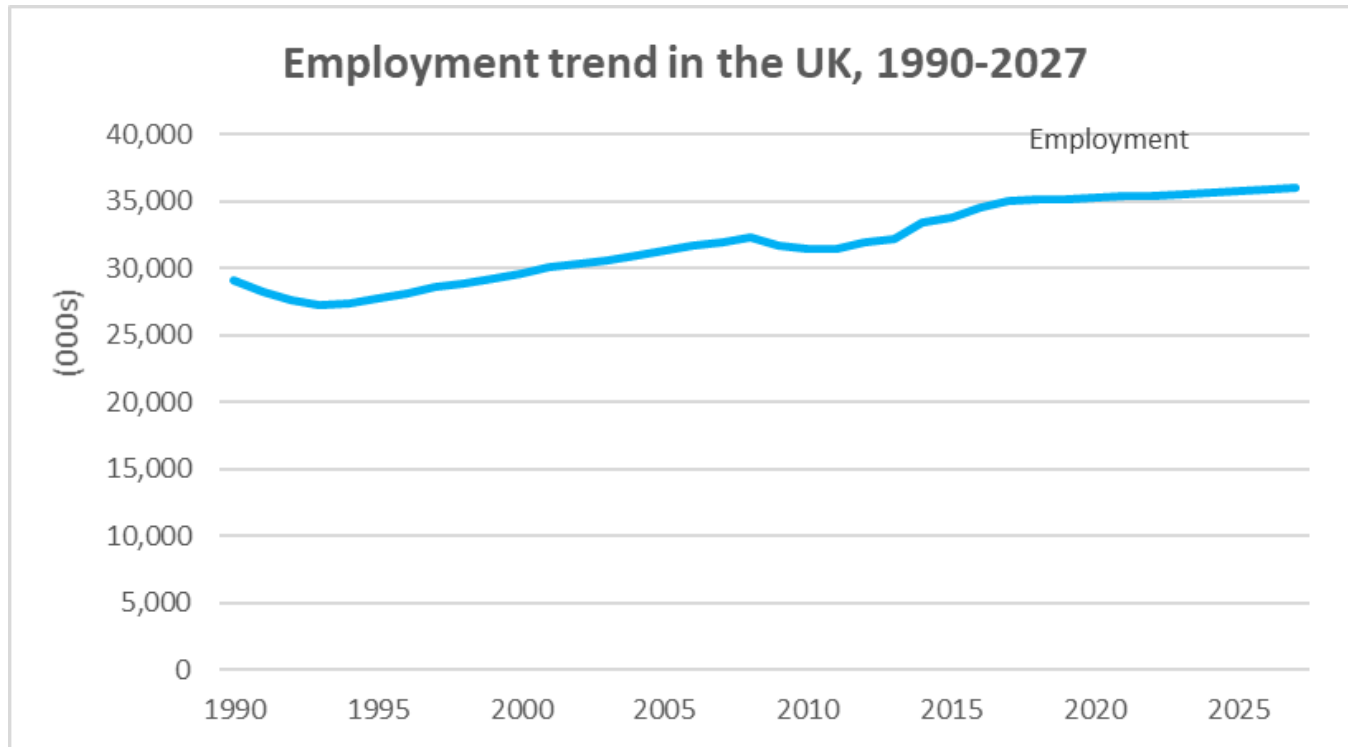
The number of jobs in the UK is expected to rise by around 960,000 between 2017 and 2027 (0.3% p.a.), continuing the slowing trend in employment growth seen over the last few years and reflecting the uncertainty surrounding Brexit.

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Changes in employment in the UK by employment status

- Full-time jobs account for 60% of all jobs going forward.

- Most of the newly created jobs will be in part-time roles accounting for just under 30% of all jobs by 2027. This is largely due to the increasing availability and the attractiveness of part-time contracts, as firms try to foster more flexible work environments.

- Self-employment is also expected to fall over the forecast period across most broad sectors. This ends more than a decade of strong growth.

Changes in employment in the UK by status, 2017-2027

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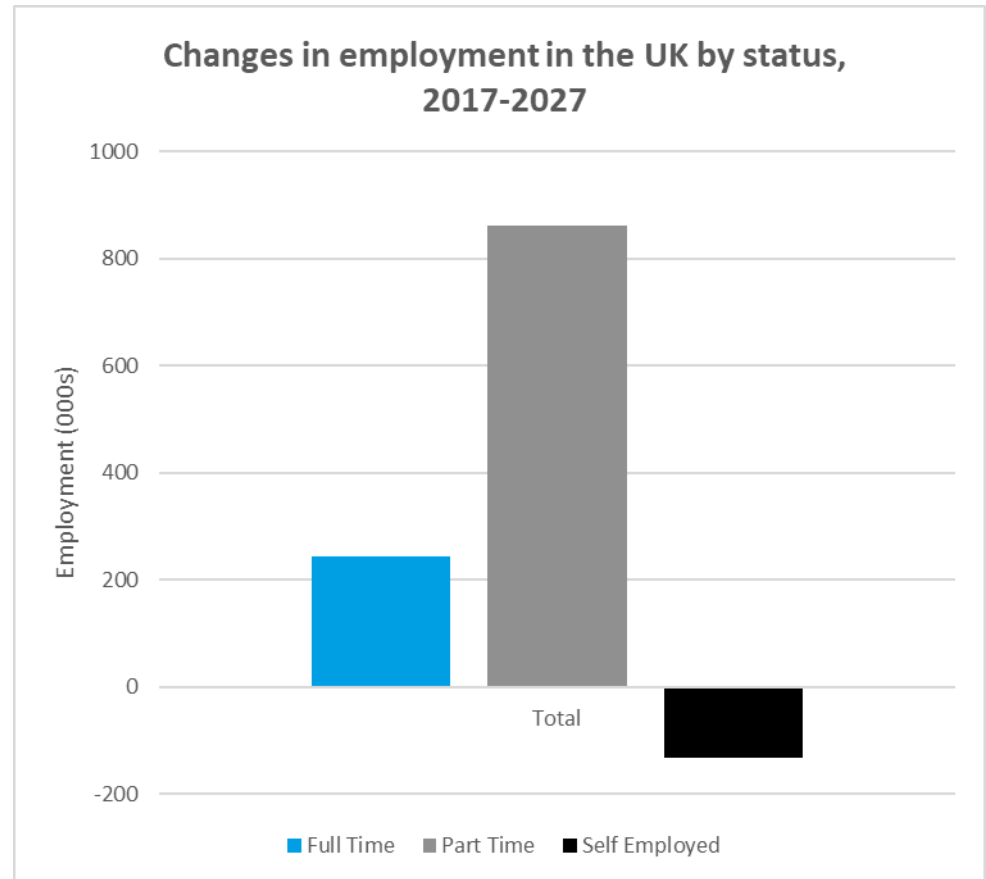
Sector performance

- The detailed analysis covers 75 industries. These are aggregated for presentational purpose into 17 broad sectors which are all projected to have some growth in output.

- The 17 broad sectors are also further aggregated into the 6 broad groups (1-6) -– both levels are discussed here.

- At the more detailed 17 sector level employment growth is expected to be concentrated in the *Service sector* although many parts of this such as *Transport and storage*, *Distribution*, *Finance and insurance, and Public administration* are expected to feel the continuing effects of automation and other technological innovation which are having negative effects on many traditional areas of employment.

Broad sector performance (UK level, 17 broad sectors)

Notes: Sectors that are projected to see growth in both output and employment are located in the top-right quadrant.

The size of the bubbles reflect the percentage of the workforce employed in the sector in 2027.

Broad sector performance, 2017-2027

Y-axis: Employment % Change 2017-2027
X-axis: GVA % Change 2017-2027
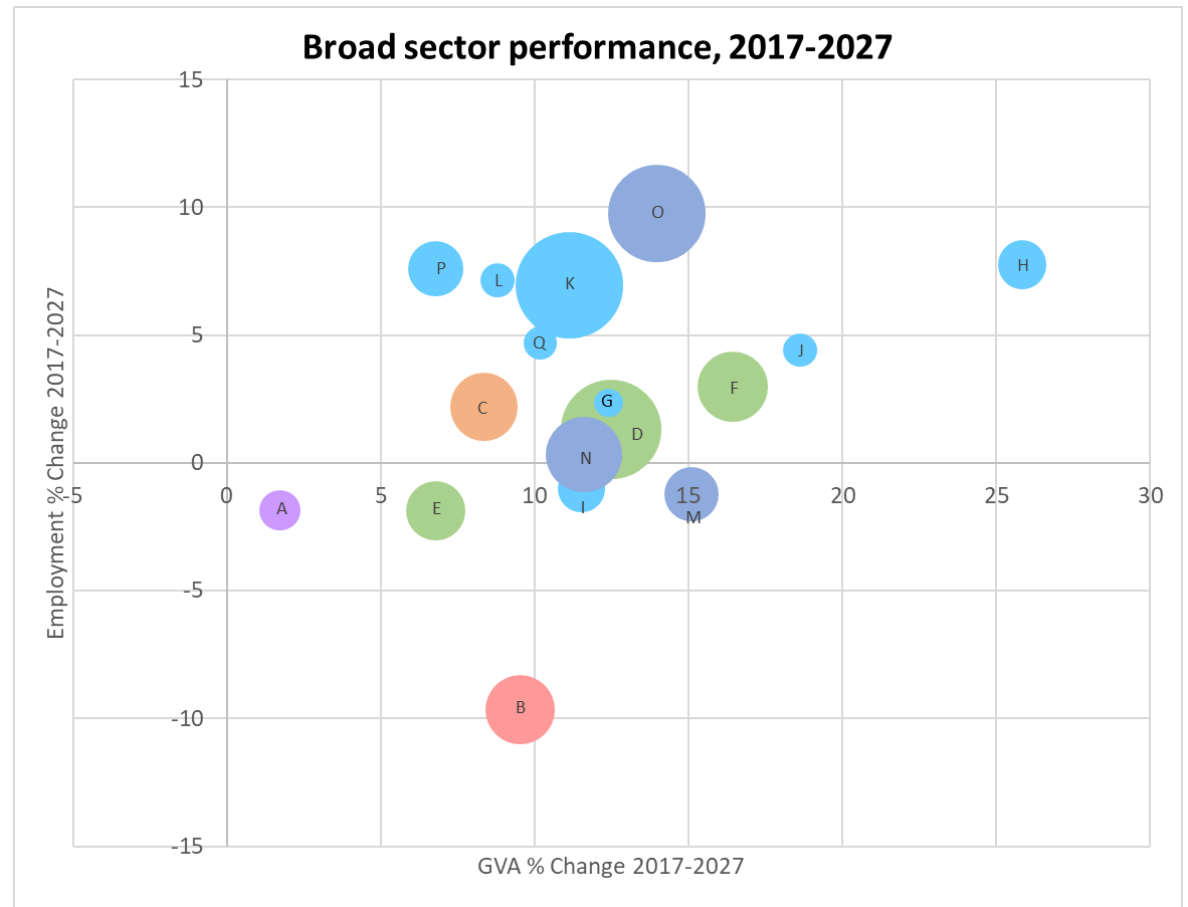
A - Primary sector and utilities	G - Media
B - Manufacturing	H - Information technology
C - Construction	I - Finance and insurance
D - Wholesale retail and trade	J - Real estate
E - Transport and storage	K - Professional services
F - Accommodation and food	L - Support services
M - Public administration and defence	
N - Education	
O - Health and social work	
P - Arts and entertainment	
Q - Other services	

Note: Public administration and defence includes H.M. Forces

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Primary sector and utilities (1)

	2017	2027
Total employment (000s)	858	842
Share of total employment (%)	2.5	2.3
GVA: (£2016m)	78,018	79,360
Share of UK GVA (%)	4.4	4.0

Key factors influencing the sector (UK level):

- Agricultural output is expected to grow modestly compared to UK average.
- Energy policies and environmental legislation are likely to grow in importance.
- Coal, oil and gas production is expected to fall.
- Utilities output is forecast to grow modestly.
- Employment levels in utilities are expected to grow at a slower rate.

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Primary sector and utilities (1)
Trends in output, productivity and employment

2017-2027	Sector	UK Average
Employment change (000s)	-16	962
Employment change (%)	-1.9	2.7
GVA Growth (% p.a)	0.2	1.1
Productivity growth (% p.a)	0.4	0.9
Replacement demand (000s)	269	11,581

Department for Education

Primary sector and utilities (1)
Sector shares of UK employment and GVA
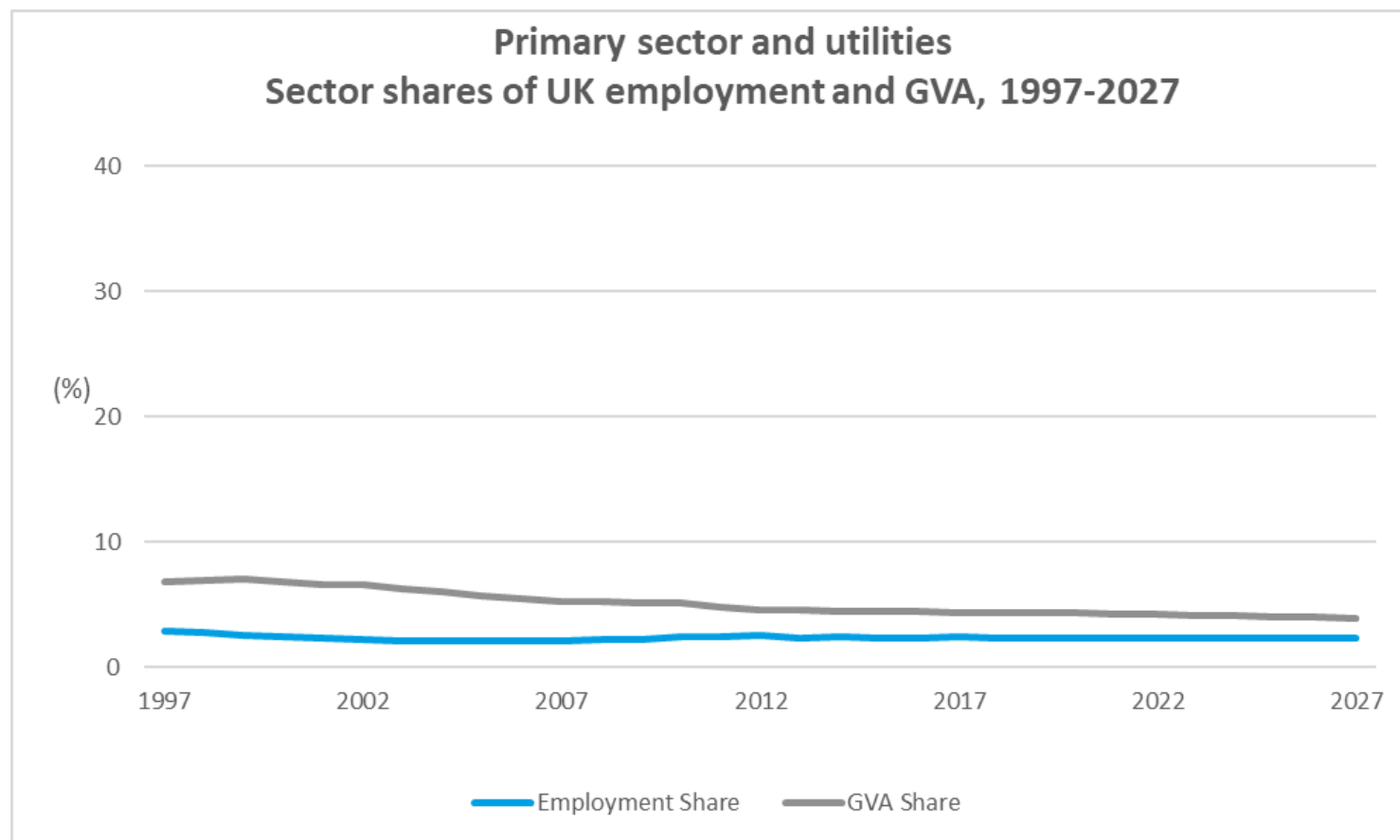
Manufacturing (2)

	2017	2027
Total employment (000s)	2,672	2,414
Share of total employment (%)	7.6	6.7
GVA: (£2016m)	179,756	198,895
Share of UK GVA (%)	10.0	9.8

Key factors influencing the sector (UK level):

- Future output growth is likely to be constrained by increasing competition from overseas manufacturers.

- Processes and techniques are changing the shape of production within the sector.

- The availability of skilled labour will be an important consideration for the economic outlook in the long-term.

- Employment is expected to fall despite the growth in output, driven especially by increasing automation in the sector.

Department for Education

Manufacturing (2)
Trends in output, productivity and employment

2017-2027	Sector	UK Average
Employment change (000s)	-258	962
Employment change (%)	-9.6	2.7
GVA Growth (% p.a)	0.9	1.1
Productivity growth (% p.a)	1.9	0.9
Replacement demand (000s)	734	11,581

Department for Education

Manufacturing (2)
Sector shares of UK employment and GVA

Manufacturing
Sector shares of UK employment and GVA, 1997-2027

Department for Education
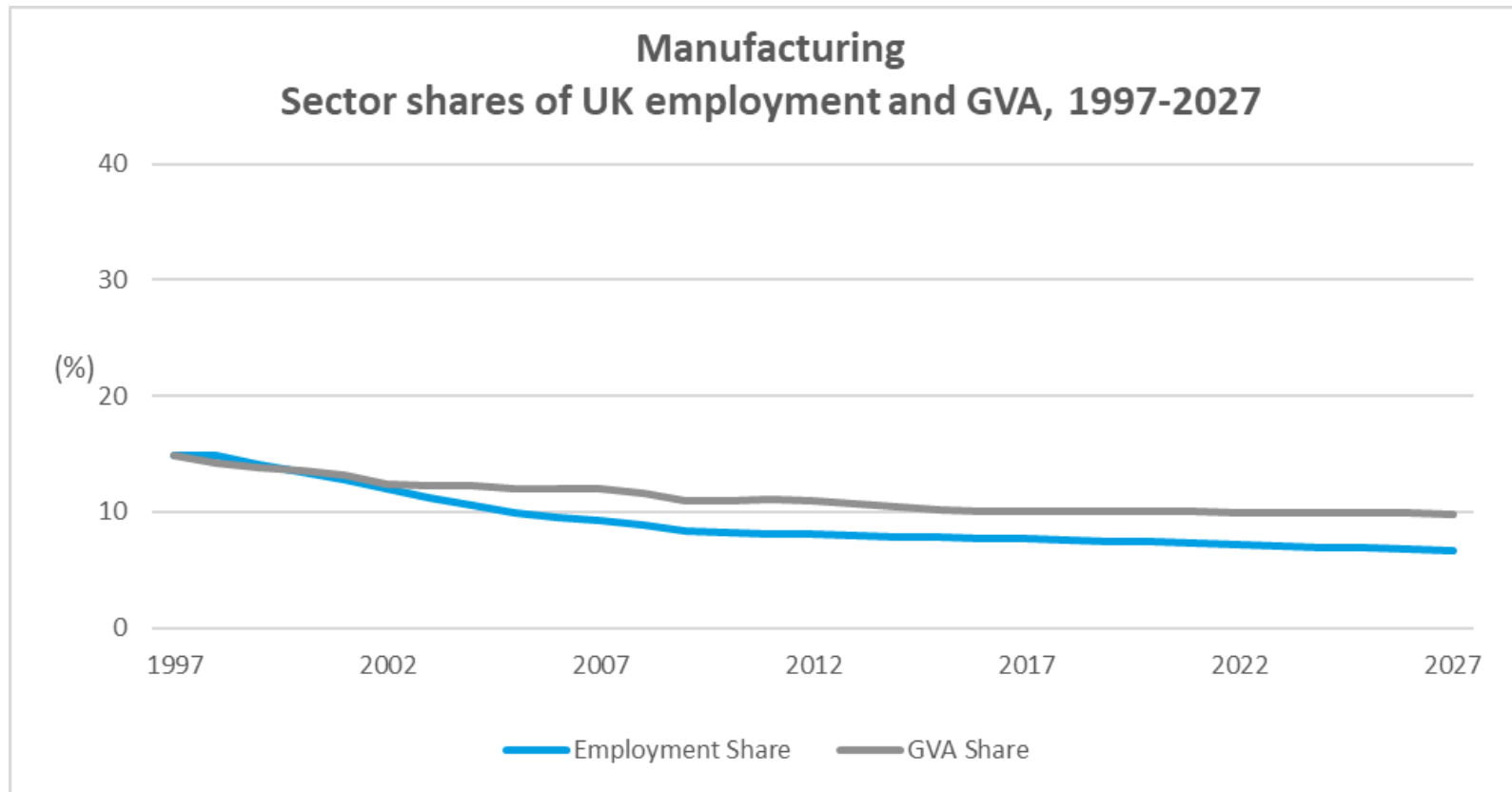
Construction (3)

	2017	2027
Total employment (000s)	2,286	2,336
Share of total employment (%)	6.5	6.5
GVA: (£2016m)	111,877	121,219
Share of UK GVA (%)	6.3	6.0

Key factors influencing the sector (UK level):

- The sector continues to be faced with skill shortages. This with the potential restrictions on migration impacting future flows of EU workers constraints to labour supply are expected to dampen the sector's growth prospects.

- UK population growth is still expected to lead to increased demand for construction of infrastructure and housing, supported by the government's ambitious targets to build new homes.

- Long-term major public infrastructure projects are likely to contribute to output growth.

Department for Education

Construction (3)
Trends in output, productivity and employment

2017-2027	Sector	UK Average
Employment change (000s)	50	962
Employment change (%)	2.2	2.7
GVA Growth (% p.a)	0.8	1.1
Productivity growth (% p.a)	0.6	0.9
Replacement demand (000s)	660	11,581

Department for Education

Construction (3)
Sector shares of UK employment and GVA

Construction
Sector shares of UK employment and GVA, 1997-2027

Department for Education

Trade, accommodation and transport (4)

	2017	2027
Total employment (000s)	9,218	9,323
Share of total employment (%)	26.3	25.9
GVA: (£2016m)	316,266	353,476
Share of UK GVA (%)	17.7	17.6
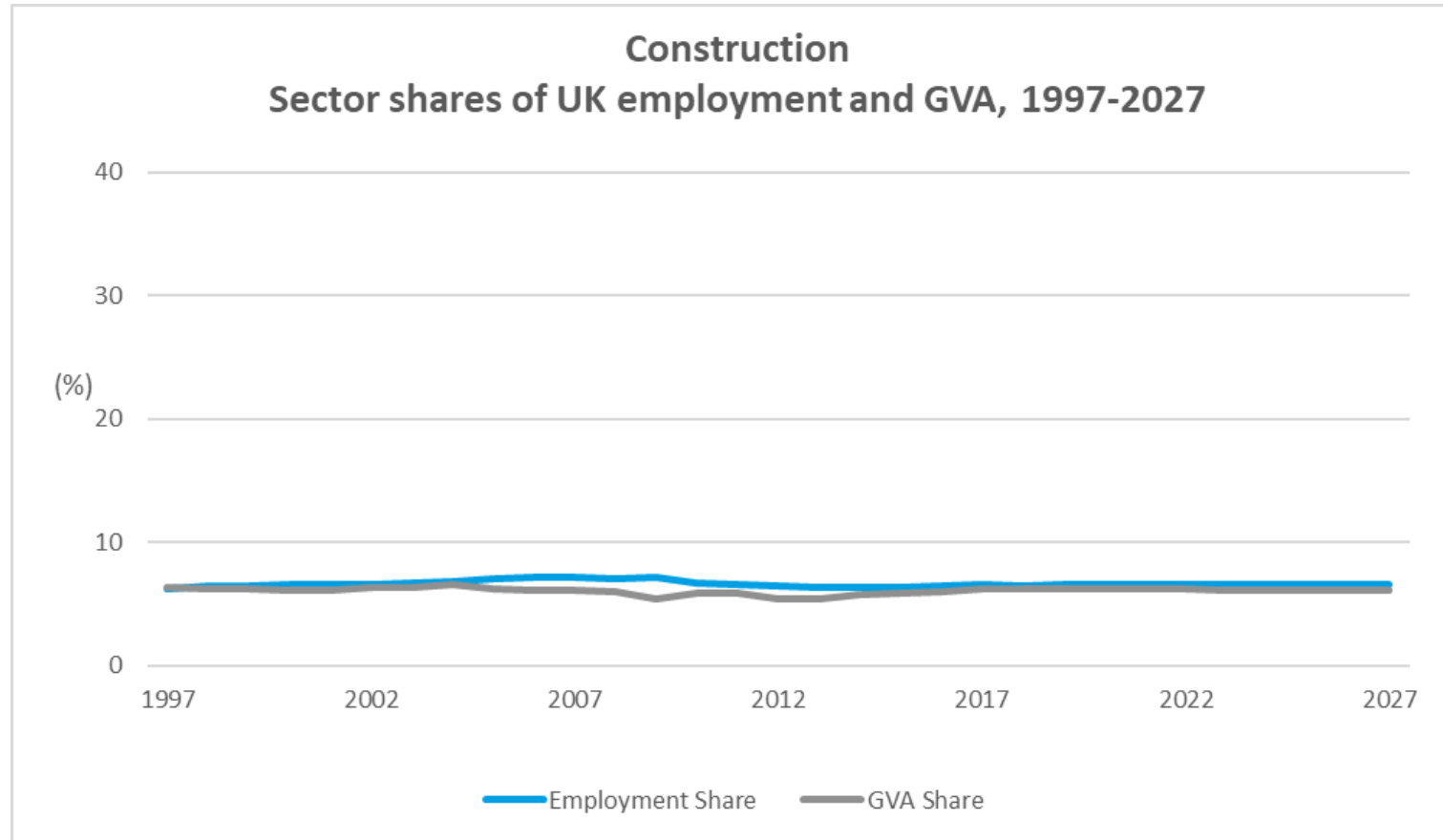
Key factors influencing the sector (UK level):

- Employment growth is expected to be mainly driven by jobs growth in *Retail*, *Accommodation and catering*.
- The strongest output growth is likely to be observed in *Accommodation* and *Air transport services*.
- Changing consumer behaviour is are expected to increase demand in *postal and courier activities*, and *transportation* and *distributional services*.
- Increased automation and improvements in technology are likely to reduce labour demand in some traditional roles.

Department for Education

Trade, accommodation and transport (4)
Trends in output, productivity and employment

2017-2027	Sector	UK Average
Employment change (000s)	105	962
Employment change (%)	1.1	2.7
GVA Growth (% p.a)	1.1	1.1
Productivity growth (% p.a)	1.0	0.9
Replacement demand (000s)	2,957	11,581

Department for Education

Trade, accommodation and transport (4)
Sector shares of UK employment and GVA

Trade, accomodation and transport
Sector shares of UK employment and GVA, 1997-2027

Employment Share — GVA Share

Business and other services (5)

	2017	2027
Total employment (000s)	11,176	11,838
Share of total Employment (%)	31.9	32.9
GVA: (£2016m)	615,240	700,150
Share of UK GVA (%)	34.4	34.9
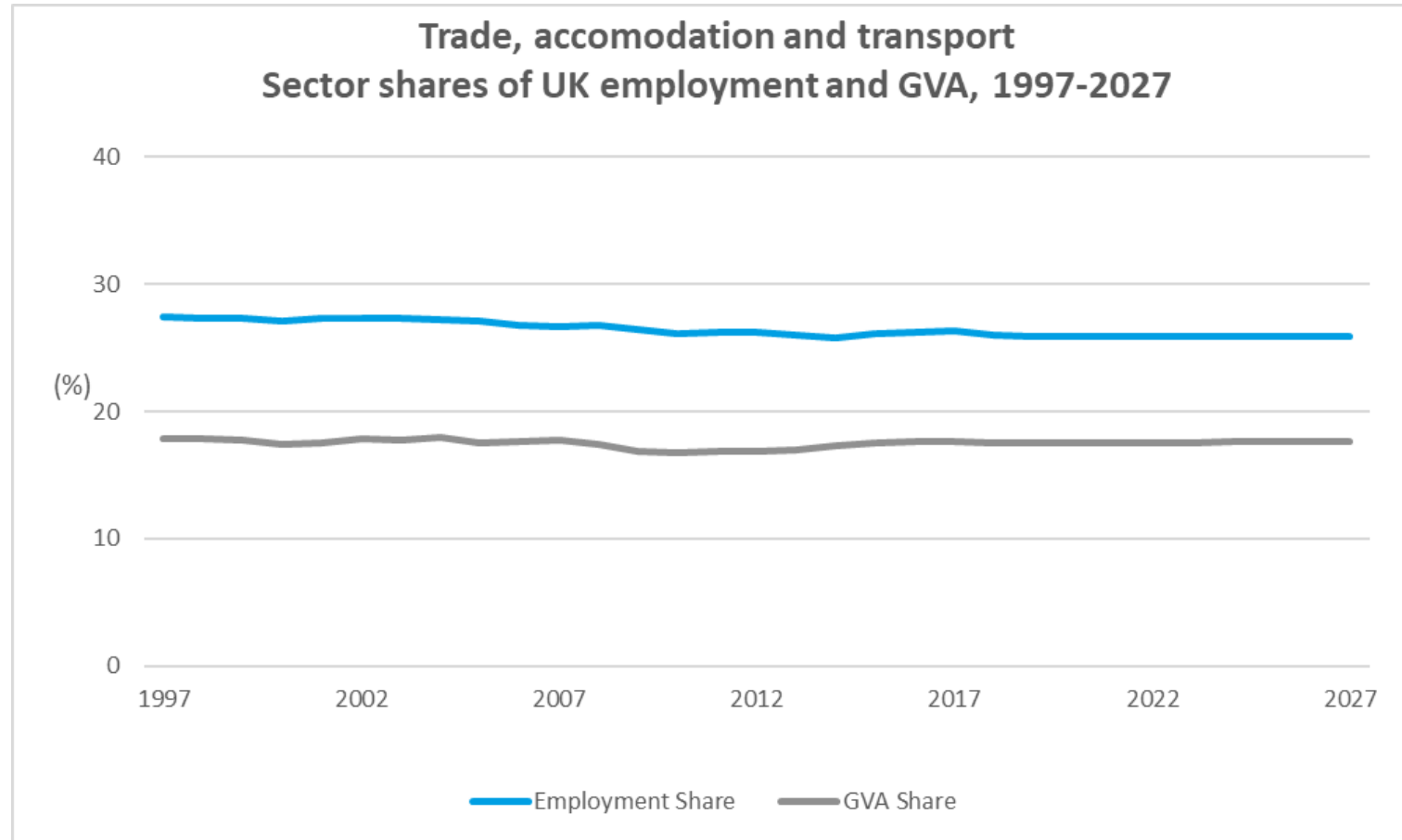
Key factors influencing the sector (UK level):

- The comparative advantage of the UK, relatively strong investment into the sector, and technological progress are anticipated to be major factors driving long-term growth.
- The sector is expected to see strong growth in labour demand.
- The industries expected to make the largest contribution to output growth are *financial services*, *professional, scientific and technical activities*, and *information technology*.
- Technological progress supported by strong capital investment within the information technology industry is likely to be a major factor in stimulating long-term growth.

Department for Education

Business and other services (5)
Trends in output, productivity and employment

2017-2027	Sector	UK Average
Employment change (000s)	662	962
Employment change (%)	5.9	2.7
GVA Growth (% p.a)	1.3	1.1
Productivity growth (% p.a)	0.7	0.9
Replacement demand (000s)	3,776	11,581

Department for Education

Business and other services (5)
Sector shares of UK employment and GVA
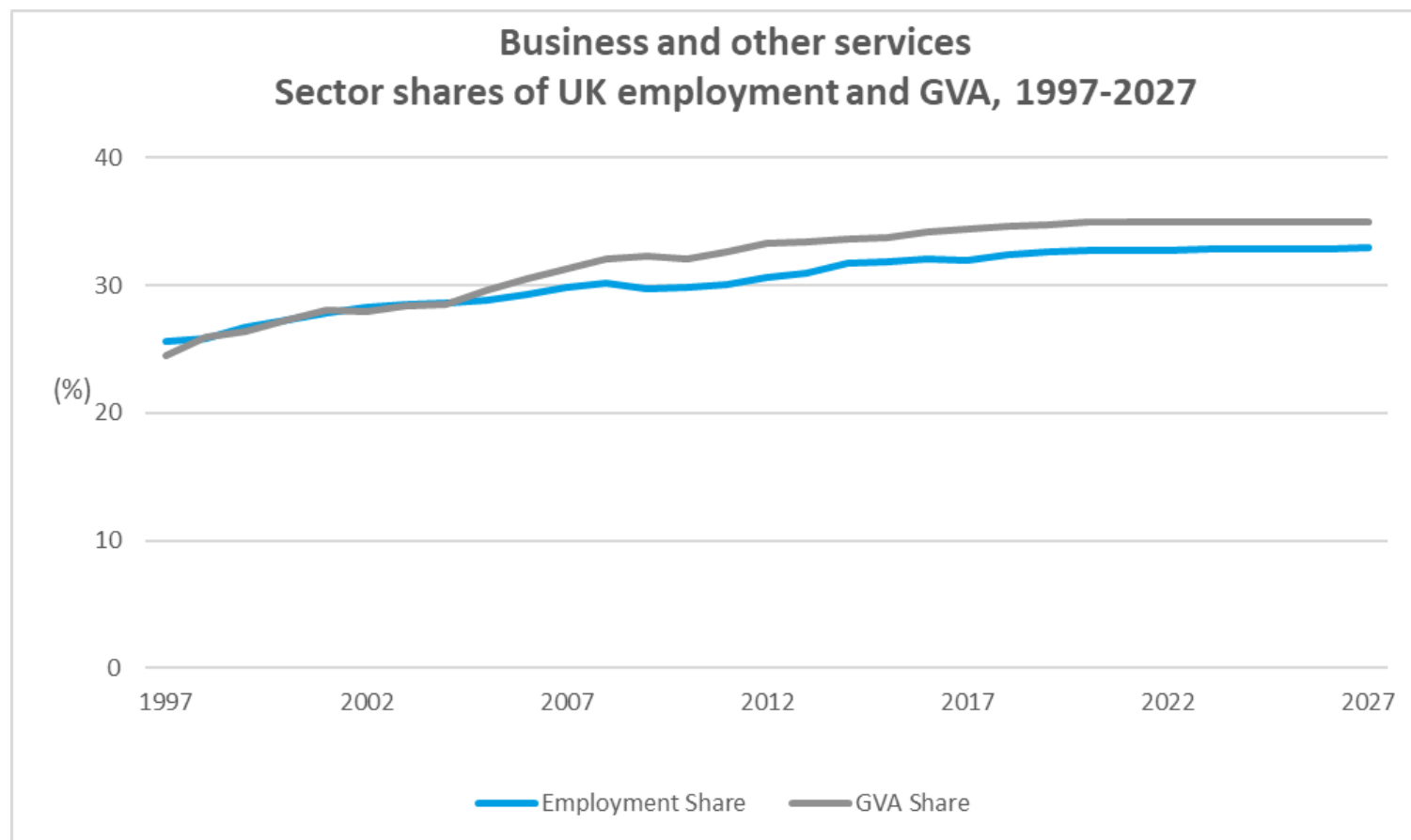
Public administration, health and education (6)

	2017	2027
Total employment (000s)	8,793	9,212
Share of total employment (%)	25.1	25.6
GVA: (£2016m)	317,601	360,438
Share of UK GVA (%)	17.7	18.0

Key factors influencing the sector (UK level):

- Activity in the sector is dependent on political decisions, as government policies determine demand for the sectors' outputs and services.

- Employment in *Public administration* is expected to decline, as local councils continue to face tight controls on government funding.

- Wider demographic trends, such as the ageing population, are expected to be a major driver of increased demand in the long run, especially in health, residential care and social work.

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Public administration, health and education (6)
Trends in output, productivity and employment

2017-2027	Sector	UK Average
Employment change (000s)	418	962
Employment change (%)	4.8	2.7
GVA Growth (% p.a)	1.3	1.1
Productivity growth (% p.a)	0.8	0.9
Replacement demand (000s)	3,186	11,581

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Public administration, health and education (6)
Sector shares of UK employment and GVA

Public administration, health and education
Sector shares of UK employment and GVA, 1997-2027
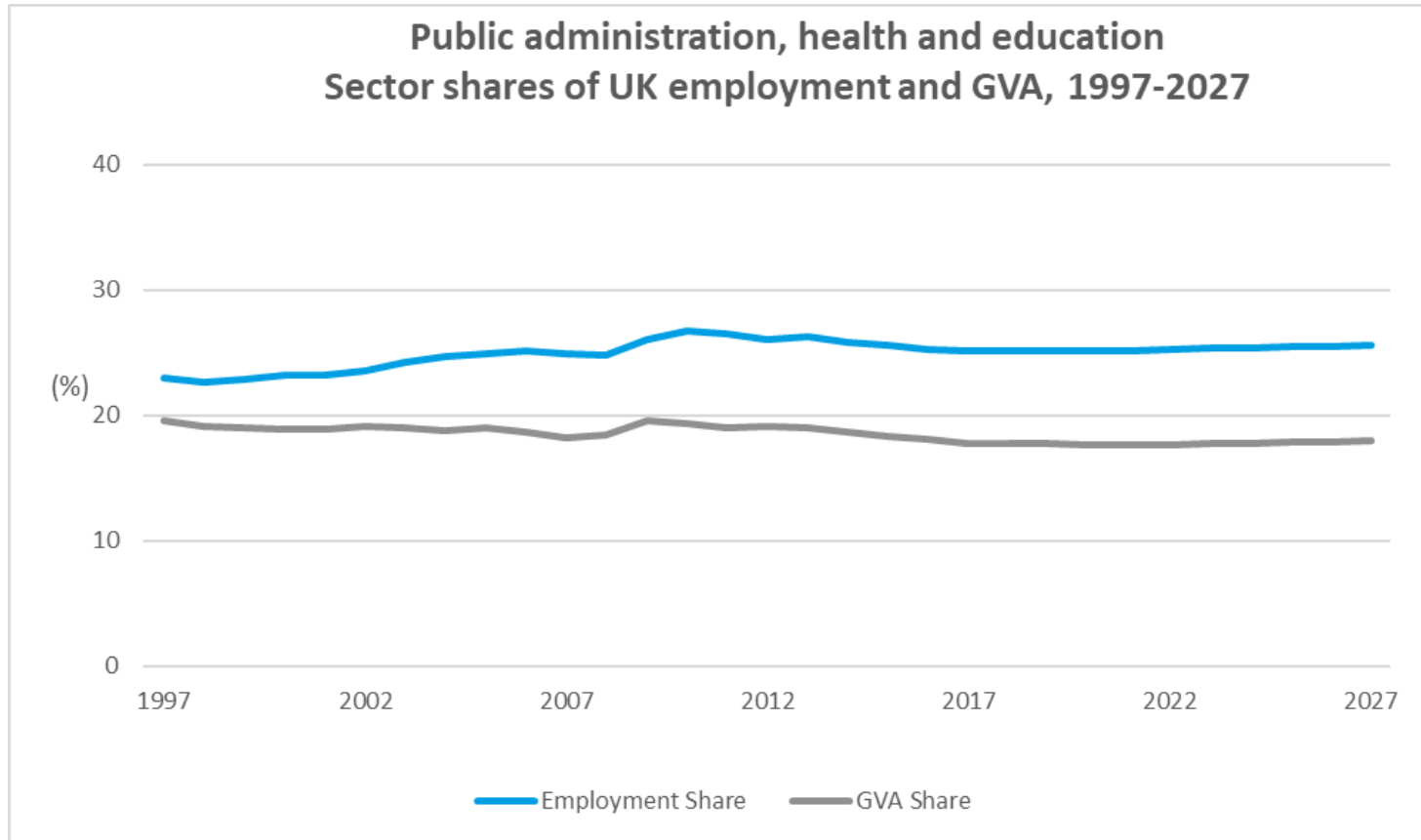
Implications for skills: Occupational Trends

- Significant employment growth is expected for higher level occupations, including managers, most professional occupations and many associate professional and technical roles;

- Caring, leisure and other service occupations are also projected to see significant employment growth;

- Net job losses are projected for administrative and secretarial occupations, skilled trade occupations, and process, plant and machine operatives;

- Elementary occupations are projected to experience mixed fortunes, with some modest growth in jobs where tasks are not so easily subject to automation, but job losses in other areas.

Net changes in employment levels by occupation

Net changes in employment levels by occupation (000s), 2007-2027

thousands
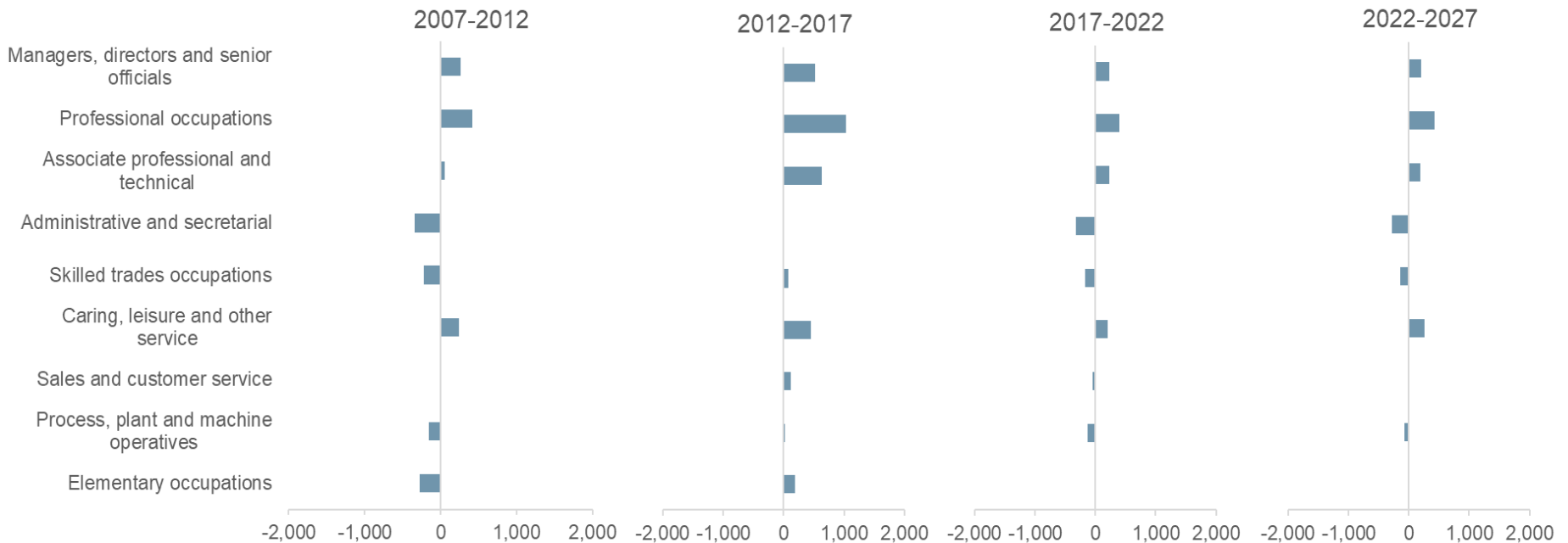
Occupational trends

Occupational trends (000s), 2007-2027
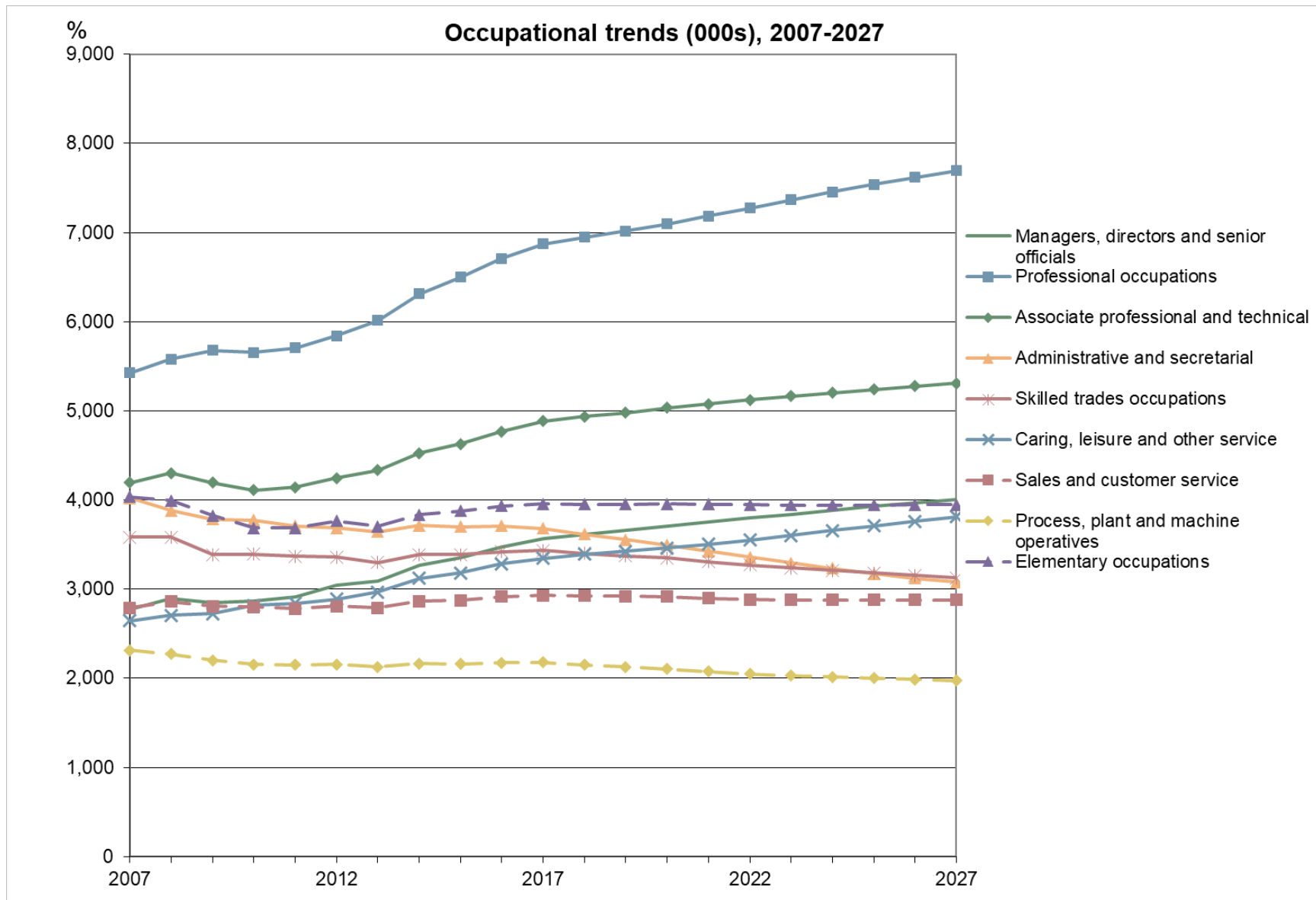
Occupational change by gender

Occupational change by gender, 2017-2027,
Total employment (000s)
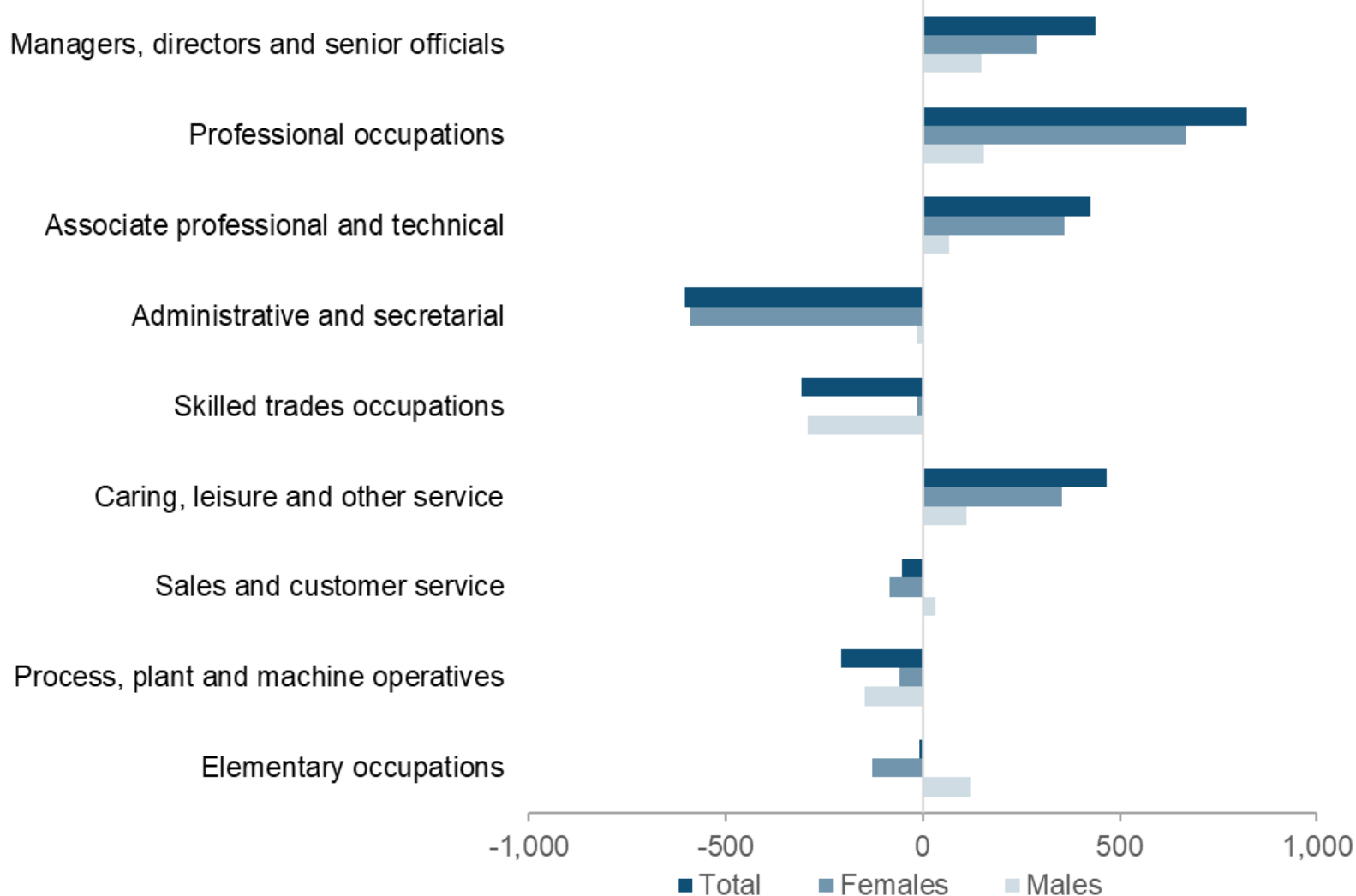
Occupational change by employment status

Occupational change by status, 2017-2027, Total employment (000s)
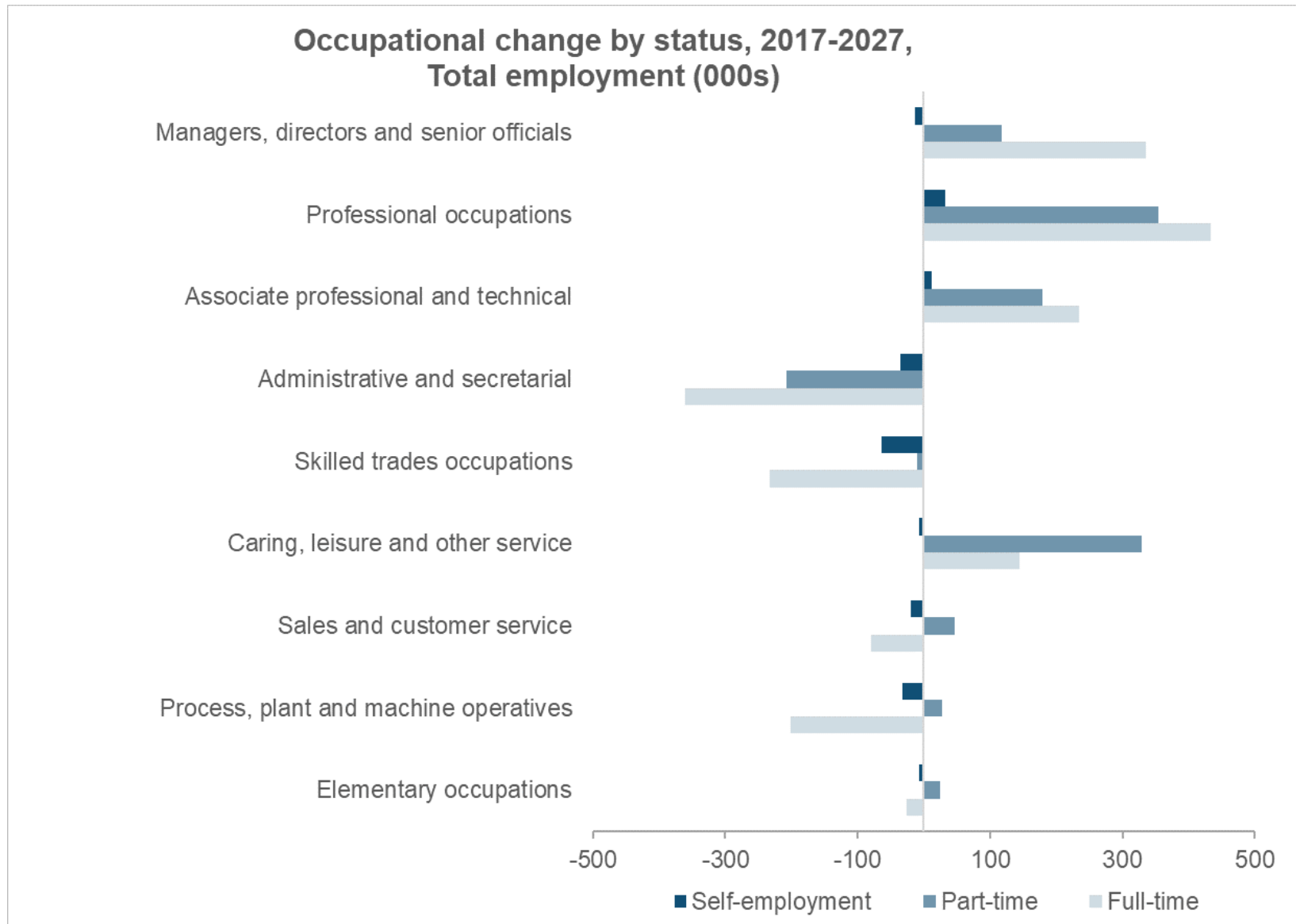
Replacement demand and total requirements

- Previous slides focus on net changes in employment levels (Expansion demands), but Replacement needs, as people leave current jobs due to retirement, etc., are also very important. In total replacement demands between 2017 and 2027 are projected at 11.5 million jobs compared with a net change of around 1 million.

- In the decade to 2027, professional occupations are expected to see both substantial net growth in the number of jobs as well as significant replacement demands.

- Even where employment levels are falling, such as in the manufacturing sector or those employed in administrative and secretarial roles, these job losses are offset by replacement needs.

- Replacement demands are generally much larger than any net change in employment, resulting in job openings across all broad occupational groups, even where employment levels are in decline.

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Prospects for occupations in more detail

The occupational results are available in even greater detail (27 SOC 2-digit level (sub-major) groups and around 370 SOC 4-digit categories) and by gender.

For example, at the SOC 2-digit level:

- Female employment is projected to increase more quickly than for males in management, professional and associate professional occupations.

The occupational sub-major groups expected to see the greatest employment growth in absolute terms are (in descending order):

- Caring personal service occupations, Corporate managers and directors, and Business and public service associate professionals.

Conversely, the sub-major groups expected to see the greatest decline are (in ascending order):

- Secretarial occupations, Process, plant and machine operatives and Skilled metal, electrical and electronic trades.

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Qualifications

- The supply of skills in the labour market is set to continue to grow, as educational participation levels remain strong and more people (especially young people) are acquiring higher level qualifications. At the same time, older people, who are less well-qualified on average, will retire from the labour force.

- The qualification profile of those in employment will continue to see a shift towards more people holding more high-level qualifications.

- By 2027, around 55.2% of people in employment are expected to be qualified at level 4 and above, whilst the proportion of people with level 1 or no formal qualifications at all is expected to fall to 10.6%.

- This reflects both supply and demand trends.

- Growing demand for formal qualifications is most clearly reflected in the marked shift in occupational employment structure in favour of the three highest skilled occupational major groups, which tend to employ higher qualified people.
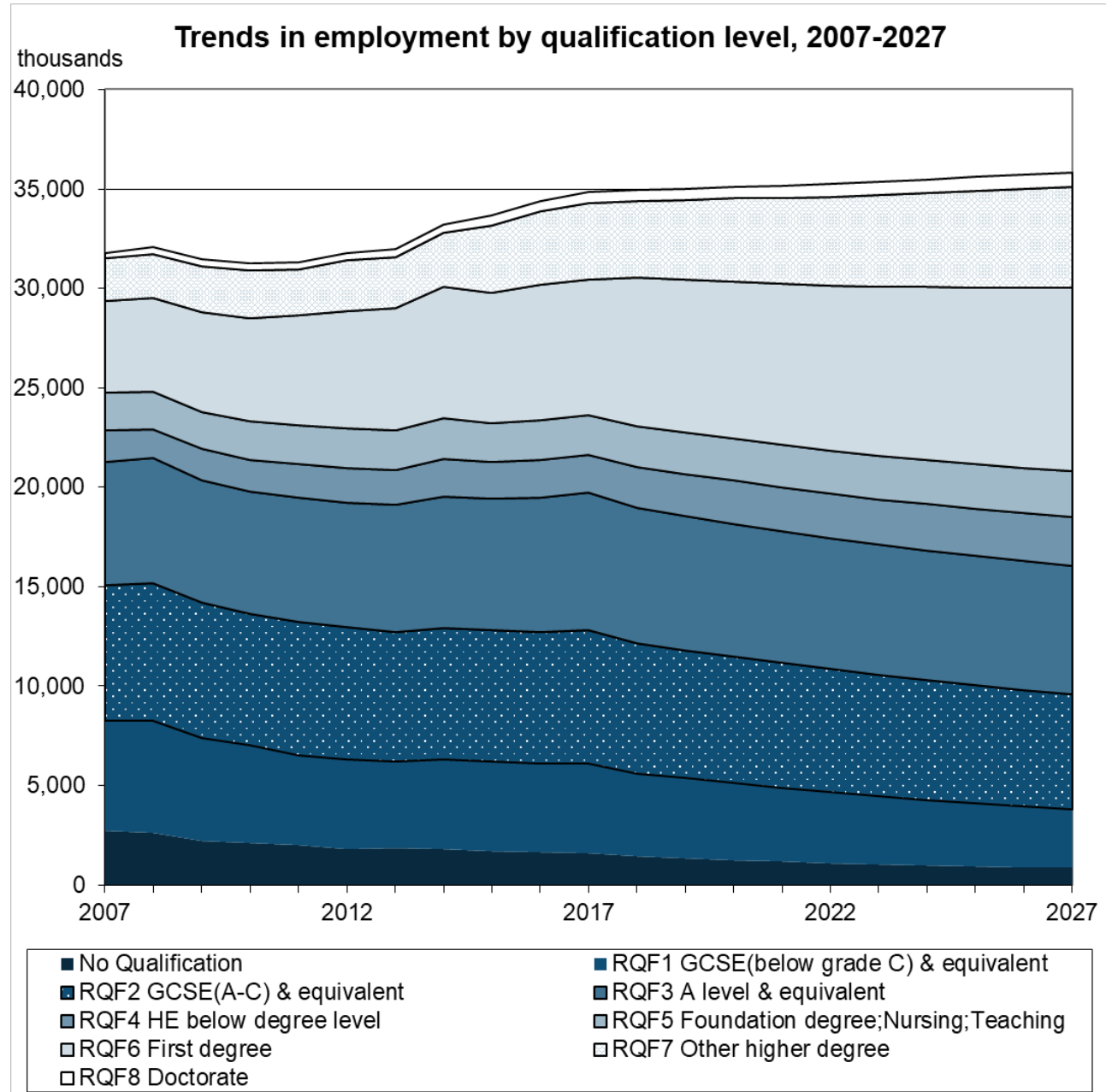
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Qualification profile of workforce, 2017-2027

	No qualification and Level 1	Level 2	Level 3	Levels 4-6	Levels 7-8
	↓ -37.5%	↓ -14.5%	↓ -6.5%	↑ 30.5%	↑ 32.4%
2017 2027 level Selected examples of qualifications	**No qualification and Level 1** GCSE (grades D-G) BTEC award, certificate and diploma 1	**Level 2** GCSE (grades A*-C) NVQ level 2	**Level 3** AS and A level BTEC National	**Levels 4-6** Certificate of higher education (L4) Foundation degree (L5) Bachelor's degree (L6)	**Levels 7-8** Master's degree (L7) Doctorate (L8)
	2017 6,083,382 **2027** 3,801,155	**2017** 6,752,771 **2027** 5,774,783	**2017** 6,916,663 **2027** 6,466,094	**2017** 10,707,064 **2027** 13,970,954	**2017** 4,388,111 **2027** 5,807,967
2027 % share	**No qual and Level 1** 10.6%	**Level 2** 16.1%	**Level 3** 18.1%	**Levels 4-6** 39.0%	**Levels 7-8** 16.2%

Trends in employment by qualification level

This chart shows the rising proportion of the employed workforce qualified at higher levels and the declining proportion with lower level qualifications

Trends in employment by qualification level, 2007-2027

thousands

Legend:
- No Qualification
- RQF1 GCSE(below grade C) & equivalent
- RQF2 GCSE(A-C) & equivalent
- RQF3 A level & equivalent
- RQF4 HE below degree level
- RQF5 Foundation degree;Nursing;Teaching
- RQF6 First degree
- RQF7 Other higher degree
- RQF8 Doctorate

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Headline messages (I)

Sectoral trends:

- Services such as Business and other services activities are expected to see the strongest rates of job growth 2017-2027;

- All parts of the service sector will continue to see the impacts of technological and other innovations which are reducing the demand for labour;

- Manufacturing is expected to see a continued decline in employment, although this will be coupled with output and productivity growth, implying that jobs in the sector will become more skilled;

- The Construction sector is forecast to slow down, affected by uncertainty around the outcomes of the Brexit negotiations;

- An ageing population is expected to generate a large number of additional jobs in health and social care, whilst employment in public administration is expected to decline;

- Over the decade as a whole, there is projected to be a net requirement of over 12.5 million new job openings. Replacement demand accounts for 11.5 million of these.

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Headline messages (II)

- **Occupational trends**: continuing polarisation of employment but with a strong bias towards higher skilled occupations. Net combined growth of close to 2m jobs is projected for *Managers, Professionals* and *Associate professionals* over the course of the decade.

- Employment growth is expected to be strong in *Caring, leisure and other service roles*, with more than 400,000 additional jobs.

- The largest net declines are projected in: *administrative and secretarial occupations* (-390,000 fewer jobs); process, plant and machine operatives (-130,000); and *skilled trades occupations* (-100,000).

- **Replacement demands:** will mean continued job openings across all broad occupational areas, including those projected to see net decline – in total replacement needs between 2017 and 2027 are 11.5million jobs compared with expansion demands of around 1 million jobs.

- **Qualifications**: continuing shift towards more people holding more high level qualifications. By 2024, it is expected that 54% of jobs will be held by people qualified at level 4 and above. The average qualification level held is expected to rise within all occupations.

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Working Futures 2017-2027 reports and documentation

- Wilson, R. A., S-A. Barnes, M. May-Gillings, H. Bui and S. Patel, (2019). *Working Futures 2017-2027: Main report.* Department for Education.
- Wilson, R. A., M. May-Gillings, S. Patel and H Bui, (2019). *Working Futures 2017-2027: Technical report on sources and methods.* Department for Education.
- Wilson, R. A., D. Owen, S-A. Barnes, M. May-Gillings, S. Patel and H. Bui, (2019). *Working Futures 2017-2027: Annexes.* Department for Education.
- Wilson, R. A., D. Owen, D Bosworth, S-A. Barnes, M. May-Gillings and S. Patel, (2019). *Working Futures 2017-2027: Headline report (presentation).* Department for Education.
- Wilson, R. A., D. Owen, D. Bosworth, S-A. Barnes, M. May-Gillings and S. Patel, (2019). *Working Futures 2017-2027: Interim headline report.* Department for Education.
- Wilson, R. A., (2019). *Working Futures 2017-2027: Workbook User Guide.* Department for Education.
- Wilson, R. A, (2019). *Working Futures 2017-2027: General Guidelines for using the workbooks.* Department for Education.
- Wilson, R. A. and D. Bosworth (2019). *Working Futures 2017-2027 - Qualifications Projections.* Department for Education.

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For more information

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	Skills & Talent Subgroup Meeting 9 March 2020 Paper Number 5
Swindon & Wiltshire LOCAL ENTERPRISE PARTNERSHIP	

Security Level:	Confidential ☐	Restricted ☐	Unclassified ▣	Commercially Sensitive ☐

Meeting & Date:	SWLEP Skills and Talent Meeting – Monday, 9 March 2020
Subject:	Skills Advisory Panels – update on Government Resources to LEPs
Attachments:	Appendix 1- Factsheet on SAPs' announcement (2 pages) Appendix 2 – SAP Workshop Slides (79 pages) Appendix 3 – SAPs' Evidence Guidance Document (15 pages) Appendix 4 – Working Futures Final Skills Analysis 2019 (45 pages)
Author:	Mandy Timbrell	**Total no of sheets:**	3 (+141 appendices) = 144

Papers are provided for:	Approval ☐	Discussion ▣	Information ☐

1. **Purpose**

    1.1. To update the members of the SWLEP Skills & Talent Subgroup on the content and discussions at a DfE workshop on Skills Advisory Panels (SAP) in February 2020.

    1.2. To provide information on future funding for the Skills Advisory Panel and outline requirements for the associated Skills Report.

2. **Summary**

    2.1. The Government confirmed an additional £75,000 of funding for Skills Advisory Panels (SAPs) on the 7 February 2020. This is to enable LEPs to develop the SAPs analytical capability sustainably. The ambition is for SAPs to continue to gain influence so that they fully play their important leadership role so changes in local skills provision better meet the needs of employers. This is great news and recognises the long way we have come over the past year to establish our SAP and build our evidence base in line with the standards.

    2.2. This paper includes a summary of the objectives of the funding, including the requirement to publish our first local Skills Report by March 2021.

    2.3. The Department for Education (DfE) is establishing a national Skills and Productivity Board (SPB) which will complement the work of the SAP and will provide a strategic analysis of emerging and developing skills needs.

3. **Recommendations**

   The Swindon & Wiltshire Local Enterprise Partnership Skills & Talent Subgroup is recommended to:

   3.1. agree how the £75,000 of funding for 2020/21 can be maximised to meet our local needs for data and analytical capacity;

   3.2. evaluate the impact the Skills & Talent Subgroup has had on the local skills challenges to date and agree any immediate actions to ensure the group is effective in enabling current and future skills needs of employers to be met;

   3.3. agree next steps for developing our Skills Plan and the potential to develop a live dashboard; and

   3.4. consider how the Working Futures report aligns with our analytical findings and whether any further research is required as a result.

4. **Detail**

   4.1. The DfE announced a desire to see SAPs gain an important leadership role in ensuring that changes in local skills provision better meet the needs of employers. Therefore, an additional £75,000 has been allocated for 2020/21 to "build sustainable analytical capability". It proposes that gaining influence can be enhanced through the publishing of a Local Skills Report which will highlight the impact the SAP has had on local providers and employers responding to local skills priorities. The Local Skills Report will also set out clearly our challenges and opportunities identified. The funding received is currently dependent on the publication of this report. See appendix 1, Factsheet on SAPs' announcement.

   4.2. A series of workshops were delivered during February with LEP Skills and Analytical Leads in attendance. These provided further detail on the requirements identified in the factsheet and sought feedback from attendees on the proposals. Initial feedback identified concerns over duplication with other publications. See appendix 2, SAP Workshop Slides. As a result, Local Skills Report focus groups will be held during the spring with updated guidance expected in the summer.

   4.3. The DfE would like to explore potential solutions for supporting SAPs through the SAPs analytical process, before they put forward a recommendation to senior officials and Ministers. To firm up the recommendation, they will be reaching out to SAPs to find out more detail about the analytical processes that are particularly burdensome or repetitive, the strategic questions requiring evidence, and the tools/products currently used to do so. Sessions are likely to take place through webinars and site visits in March. There is an opportunity to take part in this research.

   4.4. A template for SAP action plans was shared at the workshop, along with examples of best practice. This is the recommended template to follow for publication of a skills plan. See appendix 3, SAPs' Evidence Guidance Document. A subsequent LEP Skills Lead meeting took place on the 27 February 2020, which showcased data analytical

dashboards from Humber LEP and Black Country LEP. These dashboards were developed internally using Microsoft Power BI and are very easy to use. Users can zoom in at very local level. Data sources are linked to ONS automatically so always view latest live data. Live jobs can be viewed by sectors or LA and trends identified. Developing a dashboard will bring the SAP skills plan to life and ensure that it is accessible to a range of audiences.

4.5. The Working Futures report 2017 – 2027 has now been published and can be found here. Working Futures uses a detailed model to project the future size and shape of the labour market and future skills needs by considering employment prospects by industry, occupation, qualification level, gender and employment status. Like with any forecasting model, the projections are based on a set of assumptions which are detailed in the report. Importantly, the results presented provide a benchmark for thinking about the future, and indicate the likely patterns of change, but should not be regarded as precise forecasts of the future. DfE is hoping to make the LEP-level datasets available within the next month to support further analysis.

5. **Appendices**

5.1. **Appendix 1- Factsheet on SAPs' announcement**

5.2. **Appendix 2 – SAP Workshop Slides**

5.3. **Appendix 3 – SAPs' Evidence Guidance Document**

5.4. **Appendix 4 – Working Futures Final Skills Analysis 2019**