

Name	Role	Attendance
Chris Van doon (CVD)	DfE	✓
Paddy Bradley (PB)	Chief Executive Officer, SWLEP	✓
Sally Burnett (SB)	Swindon Borough Council Skills Lead	✓
Doug Gale (DG)	SWLEP Board Director, QinetiQ	Apologies
Iain Hatt (IH)	Wiltshire College & University Centre	✓
Mike Holliday (MH)	Gloucester and Wiltshire Partnership of Training Providers	✓
Helean Hughes (HH)	Director, Education & Skills, Wiltshire Council	
Georgina Keily-Theobald OR Ian Tucker	representing Wiltshire Association of Secondary School Heads (WASSH)	Apologies
Emily Manser and / or Jenna Hunt	Cities & Local Growth Unit representative	Apologies
Col Gary McDade	MoD and Board Director	Apologies
Guy Keith-Miller (GK-M) and / or Simon Flenley	representing HEI Pathways & Provisions Group	✓✓
Carole Kitching (CK)	SWLEP Board Director and Principal, New College Swindon	✓
Mandy Paterson (MP)	Inspire by Wessex Chamber and Chair of Wiltshire skills, education, and employment skills board	Apologies
Andrew Steele (AS)	representing Swindon Association of Secondary Heads (SASH)	Apologies
Karen Taylor (KT)	DWP	
Mandy Timbrell (MT)	Wiltshire Council, Head of Employment and Skills and SWLEP Skills Lead	Apologies
Employers		
Name yet to be advised	Representative from Gooding Accounts	
Awaiting new name	Siemens	
Rick Kavanagh (RK)	Representative from MoD	

 Swindon & Wiltshire LOCAL ENTERPRISE PARTNERSHIP	Minutes Skills & Talent Subgroup Meeting Wednesday, 14 July 2022
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Name	Role	Attendance
Ruth Lambert (RL)	FSB, representing the SWLEP Business Intelligence & Network Group (BING)	✓
Matt Leach (ML)	Beards Construction	
Awaiting new name	Wavin	
Nicola Summerhill (NS)	NHS Salisbury	
Phil Townsend (PT)	Littelfuse	✓
Guests		
Laura Alcott (LC) and Amanda Peach (AP)	SWLEP	✓ Apologies
Mik Belcher (MB)	Seetec Plus	✓ arrived 10.09am
James Slade (JS)	IMSM Limited	✓ left at 11am
Shona Taylor (ST)	Swindon & Wiltshire Careers Hub	✓
Chair:	Carole Kitching (CK)	
Minutes:	Deborah House (DKH)	
Venue	Via video / telephone conference	
Start time	10am	
Finish time	12 noon	

Item	Topic	Deadline
1.0	Welcome and introductions	
	The meeting opened at 10.01am and apologies were noted. Particular welcome was extended to Chris Van Doon, representing the Department for Education, and James Slade of IMSM Limited as an observer on their first Skills & Talent Subgroup meeting.	
2.0	Minutes, matters and Conflicts of Interest	
2.1	The minutes of the meeting held on 8 March 2022 were read and approved. There was no meeting in May.	
2.2	Matters arising: <ul style="list-style-type: none"> National Highways potential project on A303: update to be given at subsequent meeting. PB updated the meeting on the A303 project. There was a strong link for SWLEP on the skills agenda on the A303 Stonehenge project. There was a plan to tunnel underneath the stones improving the route towards Devon. LEPs along the route had been brought together as there was the prospect of a lot of jobs and apprenticeships in their areas. There was a wish to make the construction plant hydrogen fuelled. There had been positive discussions with National 	



	<p><i>Highways about local employment and opportunities and low carbon footprint for construction methods. National Highways was awaiting a final decision from the Secretary of State on queries about some elements of the planning application. In the meantime, preferred bidders had been appointed to do the tunnelling.</i></p> <p>Other items were completed or on the agenda.</p> <p>Conflicts of Interest</p> <p>CK had a standing Conflict as the Principal for the Institute of Technology. No further Conflicts were declared.</p>	
3.0	The aspects of the Delivery Plan to be overseen by the Skills & Talent Subgroup.	
	<p>PB presented to the group. The Delivery Plan can be found by following the link below.</p> <p>https://static.swlep.co.uk/swlep/docs/default-source/strategy/delivery-plan-for-sustainable-economic-growth-2022-final.pdf?sfvrsn=1b510dc2_14</p> <p>Key highlights mentioned:</p> <ul style="list-style-type: none"> • 90% of SWLEP income came from government sources in 2019 at time of incorporation; • at present this stood at 30%; • SWLEP was aiming for below 10% by 2025; • funding from government would continue to decrease, so we would increase our commercial income from the Business Cyber Centre, the interest on loans from the Growing Places Infrastructure Fund (GPIF) and Growth Hub + • the apprenticeship campaign would continue; • the Careers Hub programme was performing extremely well and above national average in the Gatsby benchmarks and would continue to work with young people to give them experiences of the world of work; • the HIP study was working with Year 7 girls in secondary schools, as fewer girls were carrying on with maths at an advanced level, giving them real world examples of maths in the workplace such as geometry in planning instrument panels in planes and probability impacts for vaccines and medical research; • the results would come back through the Skills & Talent Subgroup to monitor; • SWLEP would still be working with Digital Bootcamps; • by the Autumn we would know the organisation appointed to operate the Local Skills Improvement Plan (LSIPs) and SWLEP would 	



work closely with them from 2023 onwards on implementing the plan;

- this year was the last year for SWLEP to receive funding from DfE to support skills. Going forward, the plan was that funding would go through LSIPS; and
- SWLEP had a source of LMI data, but not the capacity to give updates at the moment.

All submissions were in, but given the government's current state of flux, the decision may be delayed having previously been scheduled for the Autumn. CVD of DfE was asked when we were likely to know who these providers would be, and he advised that he had heard nothing specific, so to work to pre-existing timetables at the moment.

SWLEP had to submit a Delivery Plan for 2022/23 by November, so hopefully we would know by then, otherwise there would be a gap in that section.

LA updated the meeting on the progress of the apprenticeship campaign. Key highlights were:

- internal referrals made from the Navigator team;
- coffee and chat sessions organised attracted different businesses each time;
- training providers and assessors were also invited;
- at the July session, an employer who came to the first session and had never had an apprentice before, now had two on board and was ready to take on a third. This was superb PR;
- employers were using apprenticeships as a way of upskilling their workforce, putting development into place for the young workforce which would also increase retention;
- there were some employers which would like to take on apprentices, but there were open vacancies;
- the Annual Conference scheduled for 6 October titled "Doing business brilliantly" would include a focus on apprenticeships
- there were changes to apprenticeship funding on and off training;
- for that reason SWLEP ensured there was involvement in any meetings and that a training provider was present in the coffee and chat session to give the current situation;
- employers tended to be mostly SMEs across all sectors which did not have their own internal apprenticeship scheme and did not have the apprenticeship levy; and
- the coffee and chat were general sessions, but afterwards the Advisors followed-up to understand their business and workforce to ascertain what was the best option for them.

4.0	<p>Green Skills and Jobs</p> <p>ER was on the Climate Team at Wiltshire Council and had been working with the Skills & Talent Task & Finish Group on this subject.</p> <p>The work had been divided into three streams to highlight the differing needs of green skills in the workforce:</p> <ol style="list-style-type: none"> 1. new and emerging jobs – new course, new pathways, new advice; 2. all jobs needed to be green – core skills (carbon literacy), with understanding of climate adaption – gritting roads, lorries with sand to absorb melting tarmacs; and 3. more of certain professions needed, for example, more electricians, plumbers, firefighter etc. <p>https://static.swlep.co.uk/swlep/docs/default-source/sub-groups/skills-talent/skills-talent-2022/14-jul-2022/theory-of-change-combined.pdf?sfvrsn=959b8974_4</p> <p>Action: references to “colleges” on the diagrams should be changed to “training providers”.</p> <p>The next Task & Finish Group meeting was to take place next week to move the process on and there should be something more concrete before end of July.</p>	Aug 2022
5.0	<p>Policy, performance and bidding updates</p> <p>5.1 Labour Market Intelligence (LMI)</p> <p>PB outlined the situation with the production of LMI data since the departure of the analyst (Dragana Houston) and the end of the six-month tenure of Emsi Burning Glass to analyse and present the figures. SWLEP was still receiving data from Emsi, but there was no capacity within the team to interpret those figures. It was a situation we were looking to rectify.</p> <p>5.2 Skills Bill</p> <p>CK updated the meeting on the status of the Skills Bill and advised that it had been passed into law on 28 April.</p> <p>Key elements contained in the Bill were:</p> <ul style="list-style-type: none"> • to enable legislation to designate employer representative bodies to develop LSIPs; • LSIPs should be aligned to a LEP area; 	



- would find out in Autumn which body would be appointed to receive £500,000 to develop the plans;
- college governing bodies now had to review and publish how well they were matching skills needs and there was now an Ofsted element to this plan;
- there would now be a new official register for approved providers;
- post-18 adults could access flexible lifelong education to fill their skills gaps in the form of modular qualifications. This approach was well-received by employers; and
- there was a requirement within schools that students and parents meet all providers of technical education, for example, including apprenticeships and t-levels, colleges and other providers.

Action: CK to provide DKH with the crib sheet detailing above. (Attached.)

July 2022

PB outlined the demographics of our area. There was a drop in the working age population (16–64-year-olds) combined with a significant increase in the numbers of over 65s and a decline in the 0-15 year olds following into the workforce. There was a growing demand for transferable skills, upskilling and retraining at different stages of life to stay in work and continue to pay taxes. PB had informed 6th formers at a presentation at Lydiard Park Academy yesterday that they would have to work for longer than their parents!

5.4

Careers Hub

Taken out of order.

ST presented to the meeting on the latest performance of the Careers Hub. The presentation can be accessed by following this link:

https://static.swlep.co.uk/swlep/docs/default-source/sub-groups/skills-talent/skills-talent-2022/14-jul-2022/careers-hub-update-14th-july-2022.pdf?sfvrsn=cc228fda_4

The Swindon and Wiltshire Careers Hub was amongst the top-performing in the country with above the national average for all Gatsby Benchmarks. Y11 students due to start in September were Y7 students when the Careers Hub was first piloted. Hopefully therefore the impact would be reflected in the data. The Steering Group meeting was held last week showing positive progress on all Benchmarks, although Benchmark 1, A stable careers programme, was still proving a challenge.



The Careers Hub Conference held on 16 June had brought Careers Leads together and was positively received. The Hub was planning more face-to-face interactions later in the year.

The Hub Incubation Project (HIP) to get more girls interested in maths and STEM careers was drawing to a close. Businesses were immersed into the programme to develop activities with teachers and make maths much more relevant to the world of work. The schools chosen to participate were those not previously actively promoting pushing maths as a route to a high-earning career choice. The evaluation of the project would start on Monday and lead to production of a resources pack, an up-scaling pack to support expansion of the programme and proposed communication messages.

The Hub had been successful in a second bid for a research project looking at the electively home-educated community, to increase careers readiness for those who were educated at home. There were 1,500 of these students in Swindon and Wiltshire and the number was growing month on month. The Hub would receive £70,000 from CEC for the project, working with the electively home-educated and their carers, and the project lead role was at 0.8 FTE.

A new request from the CEC was to get teachers / Careers Leads out through own employer networks for visits etc in order to increase their understanding of the current world of work to pass this back to the students.

SB advised of a recent small survey by Swindon Borough Council, mainly to parents of SEND students, concerning their view on the information on their children's options and routes. 12 employers had also responded. It was not just about what information was provided, but also about how it was provided and received. The consensus was that the platform used was not good.

The question was raised on the effect of hybrid working to the number of workplace visits undertaken. Although encounters with employers had been more challenging, events were shut down at the beginning of the academic year, and some employers had prevented staff from going out on visits etc, changes to the five-day rules and the increase in use of technology meant that there had been a big rise in work experience opportunities.

5.3 Digital bootcamps

LA updated the meeting on the status of Digital Bootcamps.

Wave 2 extension had been completed and the evaluation was still ongoing. Everyone was happy with the delivery of Wave 2. Participants were put before employers at the end of the boot camps as prescribed, but it was

	<p>uncertain how many were actually offered a role. Even so, it would be good to gauge the journey that had been travelled.</p> <p>The Wave 3 bid was still ongoing.</p> <p>The request was made for numbers of participants and outcomes to be shared with the group. The information resided with the Institute of Coding, which sat with the University of Bath, but this would be requested.</p> <p>Action: LA to contact Rachid to obtain information.</p> <p>The Multiply programme for maths skills for adults was due to start and SWLEP had also expressed an interest in a Green Skills Bootcamp, starting negotiations with a northern training provider, Teesside University.</p>	Aug 2022
6.0	Planning for a themed meeting on Apprenticeships	
	<p>The next meeting to include:</p> <ul style="list-style-type: none"> • more time to discuss green skills; • with an update on apprenticeships to include: <ul style="list-style-type: none"> • those employers taking on an apprentice for the first time; • any changes occurring in apprenticeships which we should know of; and • different providers' experiences. <p>MH from the Gloucester and Wiltshire Partnership of Training Providers detailed the success of the ASK programme for last year, explaining they had worked with:</p> <ul style="list-style-type: none"> • 41 schools; • 10,631 students across Swindon and Wiltshire; • CPD for 199 teachers; • 1,930 parents; • 61 young ambassadors; • 184 activities in schools; and • that they had been awarded the contract again for next year. 	
7.0	AOB	
	None	
	<p>Date of next meeting Wednesday, 14 September – 10am to 12noon Via video / teleconference call</p> <p>Future meetings: Wednesday, 9 November – 10am to 12noon</p>	



	All meetings will take place via video / teleconference call until further notice.	
	CK thanked participants for their contributions to the discussions.	
	Meeting closed at 11.43am	

Carole Kitching
SWLEP Board Director and Principal, New College Swindon
15 September 2022

From Click Policy update May 2022

SKILLS AND POST 16 EDUCATION BILL BECOMES LAW

On 28 April, after 11 months of fierce debate in both Houses of Parliament, the Skills and Post-16 Education Bill was [enacted as law](#). The government says that the [new Act](#) 'underpins the transformation of post-16 education and skills as set out in the [Skills for Jobs White Paper](#) and will help level up and drive growth across the whole country. Employers will be placed at the heart of the skills system so that the training on offer meets the needs of local areas and people 'no longer have to leave their hometowns to find a good job'.

The Act gives the Secretary of State for Education in England new legal powers over the FE colleges, ITPs and other providers. These include the power to:

- Require college governing bodies to review and publish how well their education and training offer is meeting local skills needs.
- Use the intervention system where colleges are deemed to be failing to deliver their new statutory responsibility to secure good outcomes for the local economies and communities they serve.
- Designate and remove the designation of the [Employer Representative Bodies](#) (ERBs) responsible for developing [Local Skills Improvement Plans](#) (LSIPs), and to introduce statutory guidance to ERBs specifying who they should consult with and what should go in to their LSIPs.
- Introduce an official register of approved post-16 training providers along with new conditions for registration, and to restrict access to public funding to providers not on that list.

The Act also provides the required legislation for:

- The reform of the current student loans system, so that from 2025 people can access a flexible lifelong loan entitlement for four years of post-18 education for modular and full qualifications at Levels 4 to 6.
- [The Institute for Apprenticeships and Technical Education](#) (IfATE) to be given statutory powers to approve and withdraw approval for vocational and technical qualifications (VTQs), 'to extend employer-led reforms and to create a high-quality unified skills system'.
- Making it a criminal offence to provide, arrange or advertise essay mill services (where students pay others to write projects, essays, dissertations and even sit online exams for them) to any student taking a post-16 qualification at institutions in England including universities, FE and sixth form colleges and school sixth forms. One in seven university and college students are said to have used the services of 'essay mills' but since the majority of those providing the service are either based in or registered with a website abroad, it will be interesting to see how far this element of the legislation can be enforced. For an example of how essay mills work, an interesting article on the subject can be found [here](#).
- Prioritising skills provision to support jobs and firms in the green economy.
- Making it a legal requirement that all pupils meet providers of technical education so that they understand the range of career routes and training

options available to them post-16, such as apprenticeships, T-Levels and traineeships offered by FE colleges and ITPs, and not just traditional post-16 academic options.

DFE ANNOUNCES ROLL OUT OF LOCAL SKILLS IMPROVEMENT PLANS (LSIPS)

ERBs in eight trailblazer areas across the country produced LSIPs that will help (and if necessary, force) local colleges to offer training that meets the needs of local employers and communities. The first LSIPs were published last month (see [here](#) for details of the areas and organisations involved and copies of the plans). On 3 May the DfE [announced](#) that £20.9 million has been allocated to help establish LSIPs in a further 38 areas across England. These include 10 Mayoral Combined Authorities (MCAs), the Greater London Authority (GLA) and 27 Local Enterprise Partnership (LEP) areas. Local ERBs have been invited to express an interest in becoming the designated ERB for a specific LSIP area. The relevant details for those wishing to apply include the following:

- ERBs must be fully independent of government and not a public authority or be undertaking any of the functions of a public authority.
- Each designated ERB will be able to apply for up to £550,000 to support the development, implementation and review of their LSIP for their area, which must be spent by March 2025.
- Upon becoming a designated ERB, £50,000 start-up funding will be made available immediately, which will later be deducted from the final agreed funding allocation.
- Designated ERBs will *not* fund or commission skills provision. The responsibility for this will remain with the Education and Skills Funding Agency (ESFA) and bodies with devolved powers (e.g. MCAs).
- The geographical area an LSIP will cover will be largely based upon the areas that providers and other relevant stakeholders currently operate across, including the GLA, MCAs and existing LEP areas. The exception to this is the south-east region which will be divided into three separate LSIP areas.

The deadline for [applications](#) to become a designated ERB is 6 June. The DfE says it expects to be able to make decisions on designated ERBs from early autumn 2022 onwards and it is intended that most LSIP areas of England have a designated ERB by summer 2023. The DfE also says that a new Local Skills Improvement Fund will be introduced in 2023/24 to 'help providers to collaborate and collectively respond to the skills priorities in their LSIP'.