



Skills Jersey Business Plan 2011

Foreword

Jersey's Skills Board and Skills Executive were established by the Council of Ministers in 2008. The Skills Executive comprises the Ministers for Education, Sport and Culture, Economic Development and Social Security and their Chief Officers. The Skills Board, which advises the Executive, and drives forward its policies and strategies is 'employer led'. Collectively they are referred to as 'Skills Jersey'. This document, published by Skills Jersey, outlines the priority actions and targets for the development of local vocational skills for 2011.

Jersey's only raw material is its people and it is only through the development of local skills that we will assure our future. As Chairman of the Skills Board, I am delighted with the work undertaken by Skills Jersey in 2010 and I am extremely pleased with the close working relationships which have developed between Skills Jersey and 'partner' organisations: schools, colleges, other government departments and agencies, voluntary organisations and businesses – many of whom are key to the successful delivery of vocational and professional skill development in the Island. Our successes last year are detailed in the '*Review of Skills Board 2010 Business Plan*'.

As we enter the third year of operation however, the future presents real challenges. We must emerge from the current economic recession with a more highly skilled and motivated workforce than ever before, a workforce ready and able to increase productivity, to restore prosperity and thereby ensure full employment, and our young people coming out of schools and universities have to be properly equipped and ready to make their contribution. To maintain our quality of life we have to do this for ourselves, we cannot rely on significant importation of skills and knowledge from elsewhere. It has to be achieved from within our own community.

For these reasons, Skills Jersey's Business Plan for 2011 is ambitious. It maintains its focus on:

- encouraging and extending practical vocational learning in our schools and colleges;
- supporting skill development among job seekers, and those who are most vulnerable in the workplace;
- supporting the development of literacy, numeracy and spoken English within the community; and
- ensuring vocational and professional learning opportunities to the highest level in all our major areas of economic activity.

In particular in 2011, the Board looks forward to:

- responding to the Green Paper on Primary, Secondary and Tertiary Education to be published shortly;
- contributing to the debate about financial support to students following programmes of Higher Education in the UK;
- helping to shape the provision of vocational education for 14-16 year olds;

- working with Government to ensure a place in education or training for every 16-19 year old who can benefit from it;
- planning the development of a new apprenticeship scheme to be launched in September 2012;
- encouraging the development of more local programmes of higher education delivered within the University Centre and through other agencies; and
- working with key industries to develop skill strategies which enable those industries to meet , as far as possible, their skill needs from the local workforce.

Skills Jersey is a strategic organisation. It researches, analyses, reports, supports and makes recommendations to Government, training providers and learners, occasionally it can direct funding. It relies however, on partners to take the message forward, to develop learning opportunities within their own organisations, and adapt current practices to take account of skill development needs. It relies also on individuals to identify their learning needs and to take responsibility for their own development.

Last year, we made a good start. This year we must build on those achievements and make skill development a central theme for Government, business and everyone in the community. We have demonstrated that the three government departments are able to pull together their collective resources in order to achieve our aims and that results can be quickly and effectively achieved. This is solely due to the efforts of Board Members, the organisations we work with and in particular officers involved with the development and delivery of the skills agenda, who have embraced the approach we are taking with enthusiasm and initiative.



Richard Plaster

Chairman, Skills Board

January 2011

SKILLS JERSEY 2011 BUSINESS PLAN

1. Introduction

In 2007 the Council of Ministers agreed to the establishment of a Skills Executive comprising the Ministers and Chief Officers for Education Sport and Culture, Economic Development and Social Security. The purpose of the Skills Executive was to give political leadership, determine policy priorities and provide strategic direction to an employer-led Skills Board charged with co-ordinating the work of three government departments in developing policy and strategy for enhancing skills in the workforce and those about to enter it. For convenience the Skills Executive and the Skills Board are referred to, collectively, as 'Skills Jersey'.

Skills Jersey takes the view that the development of workplace vocational skills will contribute to the achievement of priorities identified by the Council of Ministers in the **Strategic Plan 2009-2014 (June 2009)** – Reference to the relevant sections of the States Strategic Plan is contained at Appendix 1 of this report.

2. Skills Jersey's Areas of Responsibility

In order to contribute towards the achievement of these priorities, Skills Jersey has three broad functions:

- Capturing employer and learner demand for skill development;
- Developing all age Information, Advice and Guidance; and
- Managing resources for the provision of vocational education and training opportunities.

Its remit and higher level objectives are contained in Appendix 2 of this document.

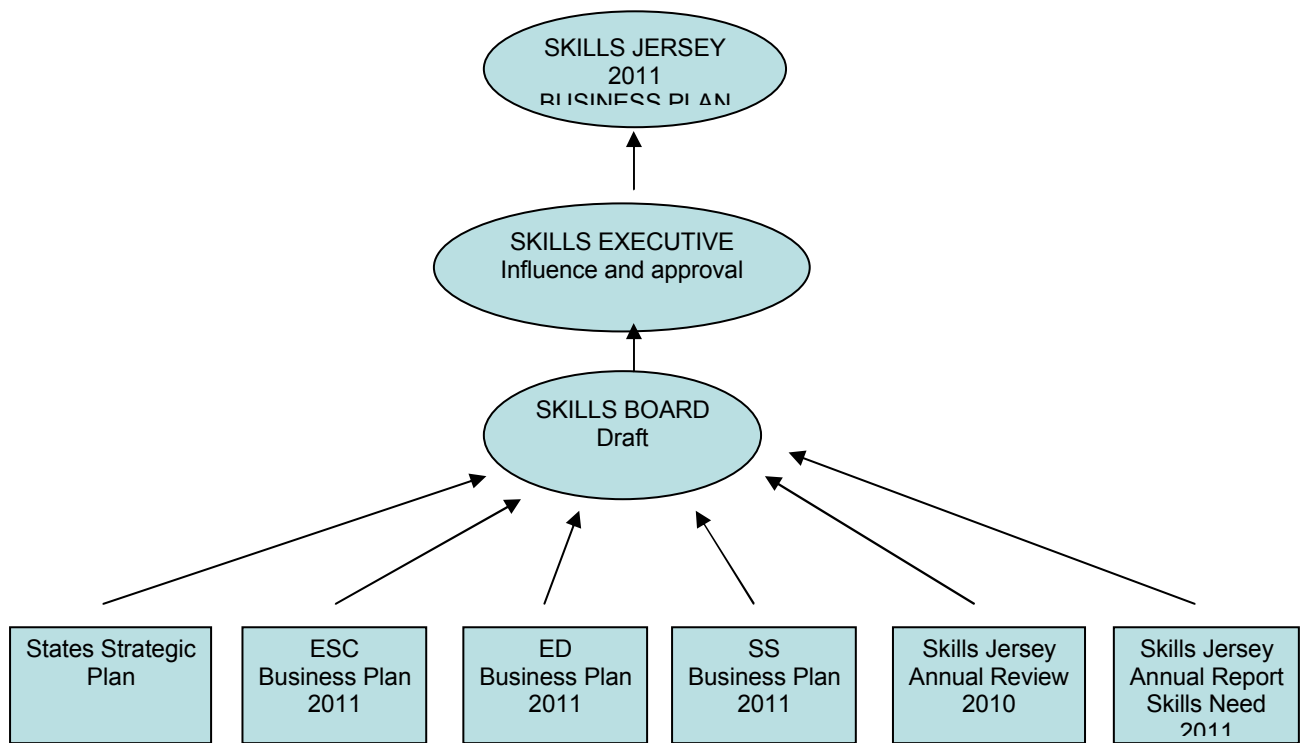
3. The 2011 Business Plan

This is the third annual business plan published by Skills Jersey. It includes the 2011 priorities, actions and targets for Skills Jersey which have been established in order to fulfil the longer term functions described above.

It has been published alongside two other annual publications:

1. The 2010 Annual Report on Skills Jersey activities which reviews achievements against the priorities, actions and targets contained in the 2010 Business Plan published in January last year; and
2. The Annual Report on Skills and Skill Requirements 2011 and how they might be met in 2011 and beyond.

Alongside the two documents mentioned above, the 2011 Business Plans of Social Security, Economic Development and Education Sport and Culture, and the views of the Skills Executive have influenced the content of this Skills Jersey 2011 Business Plan.



In producing this plan Skills Jersey are aware that this is a period of challenge and change. In many instances the targets and key objectives have been developed against ‘best guess’ scenarios and as such they may need to be refined and amended during the course of the year. Possible changes which could have a profound effect on the plan include:

- Shifts in unemployment figures or patterns;
- Changes in the provision of low income support;
- Outcomes from the Green Paper on Primary Secondary and Tertiary Education to be produced by DfESC during the course of 2011; and
- A review of Skills Jersey in its third year of operation, as planned and agreed at its inception in 2008.

In particular, Skills Jersey is also aware of the critical role played by employers in delivering work-place development and training opportunities, not only to their own staff, but also to large and increasing numbers of young people and job seekers, who rely on gaining work-place experience in order to develop vocational skill.

Skills Jersey are grateful to these employers and employers’ organisations and recognise the vital role that they play. Skills Jersey also recognise the important role played by schools, colleges, training organisations, services and individuals who engage with Skills Jersey members and officers. Without them, the objectives and targets for 2011 cannot be met.

Their valuable contribution to the development of a ‘skills agenda’ for the Island is recognised here.

SKILLS JERSEY BUSINESS PLAN 2011

ADDRESSING THE PROBLEMS OF THE ECONOMIC DOWNTURN

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Risks
1	1,2,4,,8,10,12 &16	ESC Objective 1 (1) ED Objective1 (2,4,5,6&8) SS Objective 1 (4&7)	Maintaining and improving work experience and off-the-job training (Advance to Work) programmes for unemployed 16-19 year olds and older jobseekers.	Development of greater individual vocational experience and skill amongst young people who participate in the schemes. A paper outlining possible numbers and resources required will be considered by the Skills Executive, CMB and Council of Ministers early in 2011 Percentage of young people assisted into the workplace	A place on the Scheme for every eligible person who can benefit from the experience. Sufficient places to accommodate all school and college leavers who are seeking employment.	Sourcing and maintaining high quality relevant work experience on employers premises Organisations with vacancies may dwindle Insufficient capacity to make inroads into work with disaffected groups. Lack of employment success makes it difficult to maintain motivation Securing long term funding capable of providing the total resources required to deliver targets following the withdrawal of Fiscal Stimulus Funds
2	1,2,4,8&12	ESC Objective 1 (1) ED Objective1 (2,4,5,6&8) SS Objective 1 (2,4&7)	Maintaining and improving assistance to adult jobseekers through ensuring that Careers Jersey has capacity to cope with increased numbers, and by: <ul style="list-style-type: none"> • Initiating job fairs • Providing training in CV building, interview technique etc • Develop training for job seekers in specific 'hard to recruit' areas of work. • Maintain close liaison with Social Security to ensure adequate provision for jobseekers 	Client feedback Feedback from employers, individuals and attendees at Jobs Fairs Range of job/sector specific training on offer Percentage increase of participants able to secure employment after training	Additional staff remain in post until no longer required Job and employment Fairs organised on demand providing real jobs can be offered Training is approved by employment sector and valued by job seekers Number of people gaining employment or self-employment – covers cost of scheme	Securing long term funding capable of providing the total resources required to deliver targets following the withdrawal of Fiscal Stimulus Funds Organisations with vacancies may dwindle Difficulty in securing training expertise in some areas of activity

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Risks
3	1,2,8,12	ESC Objective 1 (7) SS Objective 1 (7)	Continue to support Highlands College and other training providers to make provision for additional numbers of learners	College/training providers make accurate forecasts of demand College/training providers are able to meet demand in specific areas	All seeking vocational training are able to access a course appropriate to their needs and the needs of local employers	Numbers seeking to remain in education could overwhelm capacity in certain vocational areas Changes to Income Support System which will remove benefit entitlement Securing long term funding capable of providing the total resources required to deliver targets following the withdrawal of Fiscal Stimulus Funds
4	1,2,8,12	ESC Objective 1 SS Objective 1 (4&7)	Research and contribute evidence to identify trends in employment patterns	Influence Government thinking to ensure that special measures taken to support job seekers are not prematurely withdrawn	The delivery of 1,2 and 3 above	Fiscal Stimulus Funding is guaranteed only to September 2011. If there is no upturn in the employment opportunities for 16-19 year olds in 2011, up to 300 could be left without educational places or training opportunities from September 2011 onwards

IMPROVING VOCATIONAL EDUCATION FOR 14+ YEAR OLDS

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Risks
5	1,2,4,8&12	ESC Objective1 (6) & 3(6) ED Objective 3 (1)	Contribute to the DfESC review of primary, secondary and tertiary education to be published in first half of 2011	Ensure that vocational and applied learning is given appropriate importance in the report and recommendations	A curriculum which suits the learning style of all learners and the needs of employers	Funding allied to costs of structural change may be too great.
6	1,2,4 7,8,9 &12	ESC Objective 2 (3) ESC Objective 4 (1,2 & 4) ED Objective1 (2,4,5,6&8) SS Objective 1 (7)	Support Schools and Colleges in the development of a partnership to improve vocational options for 14-16 year olds	Scheme is valued by students, parents and employers. Participation leads to recognised vocational qualifications, employment or ongoing learning	20% of the cohort should have access to vocational options within the 14-16 curriculum and have access to level 2 or level 3 programmes on completion of compulsory education by 2015 Future funding to be secured by savings due to reduced number of 16 year olds entering college requiring foundation year	Capacity within the College Co-ordination of activity Engagement of all schools Failure to secure launch of new apprenticeships scheme in September 2012
7	1,2,8,12	ESC Objectives 1 (3) ESC Objective 1 (7) ED Objective1 (2,4,5,&8) SS Objective 1 (7)	Apprenticeship Scheme improved and expanded in September 2012 Support continued for those on current Apprenticeship Scheme	Revised scheme should become a well respected valid entry into specific occupations, supported by learners, employers and the wider community. It should enable participants to learn at their own pace Aspects of the scheme should be tailor made to meet specific industry requirements within and beyond traditional craft areas	Successful apprentices should have demonstrated: <ul style="list-style-type: none"> Competence in the workplace through the attainment of NVQ Level 2 Technical competence Key skills (lit & numeracy – customer focus) Personal skills (employment rights & responsibilities) <p>The enhanced scheme should be launched in all sectors in September 2012 with 80+ new apprentices in existing or new study areas</p>	Employers may be reluctant to engage during an economic recession Training Providers may find additional requirement too onerous Additional requirements for proof of workplace competence may be too costly Lack of funding/resources to match demand

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Risks
8	1,2,4 7,8,9 &12	ED Objective1 (2,3,4,5,&8)	Delivery of a comprehensive Enterprise Education Programme	Improved levels of Enterprise Education training in schools & College, including delivery of a feasibility study to explore the benefits of establishing a robust Enterprise Business Partnership	Year on year increase in level of take up in secondary schools, Greater interaction between industry bodies and schools, proposals for establishing a fully funded EBP by early 2012	Lack of resources or buy-in from either ESC or Industry bodies
9	1,2,4,7,8,9 &12	ESC Objective 2 (1, 2 & 3) ED Objective1 (2,3,4,5,&8) SS Objective 1 (4&7)	Training providers to be encouraged to place greater focus on employer needs – expressed in the LSN Report published in 2008	Schools, Colleges and other Training Providers to report on specific actions they have taken to improve literacy, numeracy – and increase awareness of other employer needs as described in the LSN Report	Year on year improvement in standards of literacy and numeracy in schools. Increased proportion of young people leaving school with A-C GCSE English and Maths. Evidence from employers that young people's understanding of the requirements of the workplace have improved	Lack of buy-in from all schools and colleges and/or other training providers

SUPPORTING ADULTS IN THE ACQUISITION OF SKILLS

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Risks
10	1,2,4,8&12	ESC Objective 5 (1) ED Objective1 (2,4,5,&8) SS Objective 1 (7)	Take account of the research into adult literacy and numeracy commissioned in 2009 Undertake further work to ensure that provision in this area is appropriate and of high quality	Increased activity and participation in adult literacy and skills for life programmes	General improvement in literacy and numeracy among the adult population evidenced by increasing participation in skills for life programmes. A more coherent, well described and publicised programme of learning in this area Solutions agreed, strategies developed for September 2011	Cost could be a limiting factor – depending on recommendations for action Capacity to deliver recommendations
11	1,2,8,12	ESC Objective 1 (5) ED Objective1 (2,4,5,7&8) SS Objective 1 (7)	Further development of the University Centre for Jersey (UCfJ) in partnership with Highlands College and other HE providers Further research to determine other programmes of study to be introduced	UCfJ viewed as an independently branded resource for higher education and professional development Enrolment numbers and retention rates for current programmes remain buoyant. Pass rates on existing programmes are at least as good as national averages.	Closer liaison between the work of the UCfJ to offer programmes of HE and CPD within both the States and the private sector Continued success of the current portfolio of strategically important HE programmes Development of generic top-up year to convert Foundation to Honours Degree	Potential university partners may be unwilling to participate – or may seek to establish their presence elsewhere. Enrolment numbers and retention rates for current programmes fall. Continued support from Business Changes in UK funding of HE may act for or against local initiatives
12		ESC Objective 4 ED Objective1 (2,4,5,7&8) SS Objective 1 (7)	Encouragement of a broadening of higher education opportunities within the Island	Support for commercial approach to HE delivery via student grants scheme	Broad range of providers of local HE, with different approaches to meeting learner need. So that providers enhance and complement the overall product rather than compete	This development is dependent on support and approval from a UK Degree Awarding Body Commercial initiatives may spread market too thinly

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13	1,2,4,8,&12	ESC Objective 1 (5) ED Objective1 (2,4,5,7&8) SS Objective 1 (7)	Contribute to the development of new arrangements for the financial support of students in Higher Education in 2012 following the changes announced by the UK Government in December 2010	Skills Board makes a full and detailed response to local white paper on Higher Education funding. Skills Board is available to advise the Executive of employer attitudes and concerns if necessary	Skills Board will ensure that its advice and comments on future funding of higher education is informed, timely and comprehensive	
14	1,2,4 7,8,10,,12,13, 15&16	ED Objective 3 (1) ED Objective1 (2,4,5,7&8) ED Objective 4 (1) ED Objective 5 (1) ED Objective 6 (1) ED Objective 8 (1) SS Objective 1(7)	Sector by sector reviews, published quarterly focussing on the 'state of the industry', its skill requirements and training practices and future opportunities Working with industry partners develop sector specific skills strategies	In depth knowledge of each sector will inform the Board's approach to developing individual's sectors training strategy. Career advisers, schools, colleges, learners, parents and job seekers will have more detailed information on each sector Skills Board will gain a better understanding of why employers have 'difficult to fill' vacancies'	Develop and validate strategies for the following key areas of the local economy. <ul style="list-style-type: none"> • construction • retail • tourism • rural economy Ongoing programmes of review	Much of this work may have to be outsourced but some of the desktop research may be undertaken by local undergraduates. Continued sector support Funding allocation insufficient to enable research to take place
15	1,2,4 7,8,9 &12	ED Objective1 (2,3,,4,5,7&8)	Continued development of the Jersey Undergraduate Internship Scheme	Provision of over 60 Undergraduate Internship placements for Jersey students returning to Jersey	60 Companies and students successfully matched	Economic conditions may reduce the availability of appropriate placements Eligibility criteria may change Funding
16	1,2,4 7,8,9 &12	ED Objective1 (2,4,5,7&8)	Skills Jersey will encourage greater emphasis on succession planning within larger organisations	The Island's larger employers to be encouraged to develop policies and strategies for succession planning	Reduction in need for off-island recruitment due to greater emphasis on training / professional development and succession planning – especially in key public sector areas such as teaching, nursing and senior officer roles	77% of Jersey companies employ 5 staff or less.

17	1,2,4 7,8,9 &12	ED Objective1 (2,4,5,7&8) SS Objective 1 (7) SS Objective 3 (1)	Research and publicity to identify and highlight the valuable contribution that older adults can make to employers Identification of issues which may need to be addressed to encourage older people to remain economically active	Analysis of international research findings, is supported by local examples of good practice – Publication is well received Issues adversely affecting continued employment and/ or self employment beyond retirement age are identified and addressed	Publication of brochure and media coverage before end of year Encouragement of relevant States Departments to take measures to promote employment and self employment beyond retirement	Economic downturn may not be the best time to publish such a report when all focus is on jobs for young people Engagement of Employers
18	1,2,4 7,8,9 &12	ED Objective1 (1,2,3,4,5,7&8) SS Objective 1 (7)	Development of support for self-employed adults and those seeking self employment – through closer co-operation between States departments, Jersey Enterprise, FE & HE provision and other agencies	Newly self employed people report satisfaction with support provided to them Number of business start-ups and longevity of company life is monitored	Publication of information encompassing States activities and provision to support self employment and small business growth	Increased SS contributions for self-employed

DEVELOPING SKILLS JERSEY SERVICES FOR ITS CLIENTS

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Risks
19	1,2,4,7,8,9&12	ESC Objective 4 (1, 2, 3, 4 & 5) ED Objective1 (2,4,5,7&8) ED Objective 3(1) SS Objective 1(7)	Further development of Skills Jersey and greater integration of the services it offers to provide more coherent and comprehensive support, to employers, training providers and learners Development of agreed and sustainable budget	Development of Skills Jersey organisational structure to provide greater client focus and value of money Further exploration of ways in which Skills Jersey can assist vulnerable groups into employment	By end of 2011, a clear relationship exists between Skills Jersey and government and non-government organisations engaged in developing options and routes into employment for the most vulnerable	Much hinges on the recommendations to be contained in the report commissioned by Social Security and on subsequent reaction to it. Cost Political initiative will be required to drive change forward
20	1,2,4,7,8,9&12	Skills Board	Develop close and supportive links with JET and other voluntary and not-for-profit organisations working in the area of vocational training and support for vulnerable groups	Review of relationships between activities of Careers Jersey, Workwise and voluntary organisations working with special needs clients – to be included within the objective above	Explicit partnership arrangements with organisations seeking to support the vocational development of the most vulnerable.	Political and structural barriers will need to be removed
21	1,2,4,7,8,9&12	Skills Board	Enhanced Social Security Services for job seekers to be taken account of – particularly with regard to the impact on other aspects of Skills Jersey activity	Ongoing review and realignment of activity to ensure SS initiative is successful	Careers Jersey and other organisational are able to cope with increased demand for provision arising from the success of the SS initiative	
22		Skills Board	Pan-Island co-operation for skill development where appropriate	Skills Jersey and Skills Guernsey are able exchange and make use of knowledge, expertise and research. And, if necessary co-ordinate activity for mutual benefit	Appropriate and useful links are made with new organisation for the development of vocational skills in Guernsey	
23	1,2,4,7,8,9&12	Skills Board	Consolidate the work of the previous two years to produce an overall Island Strategy for Skills Development	Document to be produced mid 2011	An approved and supported Island Strategy for Skills Development in a single document based on solid research evidence produced during the life of this Skills Executive and Board	

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Risks
24	1,2,4,8&12	Skills Board	Development of a comprehensive Communication Plan for Skills Jersey	Raising the profile of Skills Jersey and the work undertaken and new initiatives introduced to meet the changing needs of stakeholders	Year on year awareness of the activities of Skills Jersey.	
25	1,2,4,8&12	ESC Objective 2 ED Objective 3 (1) SS Objective 1(7)	Development of Skills Jersey / Careers Jersey website	Website becomes the preferred site for employers learners training providers for information regarding Skills Jersey and Careers Jersey and their respective activities	Website up and running in 2011 Site is well received and used more than current site.	Set-up and ongoing costs Acceptance by ISD of design and format
26	1,2,4,7,8,9 &12	ESC Objective 2 ED Objective1 (2,4,5,7&8) ED Objective 8 (3)	The achievement of a National Quality Standard for Careers Services	Seek to attain that standard in 2011	All Careers Staff to achieve appropriate qualifications	
27	1,2,4,7,8,9 &12	ESC Objective 2 ED Objective1 (2,4,5,7&8)	Maintain the Skills Award Scheme which rewards employers for: <ul style="list-style-type: none"> • commitment to training of staff • wider contribution to skills by taking trident students • even greater contribution to the community by offering work placements • Support for special needs clients through development of policy, and by offering sheltered work and coaching 	A significant number of companies and organisations successfully apply for the award. The scheme should be non bureaucratic and easily administered	The certificate and Skills Jersey logo associated with it becomes widely recognised throughout the Island – thus <ul style="list-style-type: none"> • increasing awareness of the importance of skill development • offering recognition to participating organisations • raising the profile of Skills Jersey 	

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Risks
28	1,2,4 7,8,9 &12	ED Objective1 (2,4,5,7&8)	<p>New – higher level skills award is developed for organisations that place real effort in developing their staff and their contribution to the wider community.</p> <p>Award to be presented at annual Jersey Enterprise Awards</p>	Applications for the award are high	The event attracts good publicity for Skills Jersey and raises awareness of the need for continuing staff development.	Poor uptake of organisations putting themselves forward
29	1,2,4 7,8,9 &12	ED Objective1 (2,4,5,7&8) SS Objective 1 (7)	Capturing and publicising employer and learner needs	Monitor, measure and report annually on general trends and emerging issues.	<p>Reports are timely, accurate and valued by:</p> <ul style="list-style-type: none"> • Government • Learners • Employers • Training Providers 	

Appendix 1

RELEVANT EXTRACTS FROM THE STATES STRATEGIC PLAN 2009 - 2014

'The Council of Minister is optimistic that, through working together with all sections of the community, the challenges of the Island can be tackled. This is the very heart of the plan which focuses on five main areas:

enabling people to reach their full potential;

meeting our health housing and education challenges;

preparing for the ageing society;

protecting the countryside and our environment;

creating a responsive government.

With this in mind, it is essential that this strategic plan achieves a balance between:

Dealing with the current economic downturn in order to reduce the impact of the global economic situation on Jersey's residents, communities and businesses;

And

Developing a plan to secure the long-term future of the Island.'

Within the Strategic Plan, skills development is viewed as a priority which will:

'enable everyone to have the opportunity to reach their full potential;

meet health housing and education priorities;

prepare for the ageing society;

support and maintain the economy.'

The Strategic Plan views skills development not only as a contributor to the achievement of the above priorities, but also a priority in its own right:

'By developing the skills that the local economy requires, we not only provide opportunities and employment for local people and enable them to fulfil their potential, we also provide a future for our young people and the foundations for future economic growth.

We will:

maintain academic success, and ensure equally good vocational support for young people to help them achieve their potential;

ensure high levels of literacy and numeracy;

increase support for non-academic pupils;

invest in skills development and vocational training to support new and existing industries in providing suitable jobs for local people;

develop local people for public sector jobs at all levels.'

Appendix 2

The Approved Remit

On the 7th January 2009, the following remit was agreed:

Overall

All skill related issues from basic through to the most advanced, regardless of age, ability, social or economic background, including....

identifying skill needs across the economy including self employment;

consultation with employers and their organisations;

research into skill needs, supply and demand;

removal of boundaries preventing skills being attained or used;

the inclusion of groups currently not part of or excluded from the workforce;

employability issues – attitude, motivation etc;

productivity – both individual and employer;

value for money;

the review of Government policies and / or legislation where it impacts the skill agenda;

international comparisons.

Information Advice and Guidance

Guidance on Careers for the school leaver, late entrant or re-entrant to employment, and career switchers;

Support and advice for candidates coming out of employment, facing potential redundancy or changes in employment circumstances

Further and Higher Education grants and loans.

Managing Provision

Ensuring quality provision is appropriately available, and where not, recommend provision from either public or private sector

Provision for 14 to 16, 16 to 18 and 19+ through to career development and change, and beyond retirement

Literacy, numeracy, ESOL and technology

Stimulation and facilitation of learner demand where this is below need or provision of appropriate support enabling learners to get back into employment

Stimulation and encouragement of employer attitude and investment in training and development

Vocational skills

Apprenticeships

Relevance of training

Ensuring accessible, seamless and supported progression routes

Capturing Employer and Learner Demand

Supply and demand information and analysis

Future skill needs forecasting

Employer and employee aspirations

Objectives

At the same meeting it was also agreed that the following high level objectives should guide actions:

- i. Full employment and the future diversification and development of the economy are supported by the development of skills from within the residential population.
- ii. Employment and skills needs of organisations are met, as far as possible, from the resident population.
- iii. All individuals have opportunities to maximise their occupational potential and life skills.
- iv. The development of skills enables organisations to maximise their productivity and sustainability.