



Skills Jersey Annual Review 2010

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 Skills Executive and drives forward its policies and strategies, is employer led. Together they are referred to as 'Skills Jersey'. This document has been published by Skills Jersey and outlines the main achievements of 2010. It details its actions to:

- respond to the economic downturn;
- support 14-19 curriculum development;
- support the most vulnerable; and
- understand employer need.

As Chairman of the Skills Executive during 2010, I have been proud of the work undertaken by Skills Jersey. I am particularly impressed by the commitment and hard work of the Board, its Chairman Richard Plaster and officers from Education, Economic Development and Social Security to develop practical actions to address the needs of young people and other job seekers during the recession.

I am extremely pleased with the close working relationships that have developed between Skills Jersey and partner organisations, including 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.

There are some developments of particular note. In September 2010 a pilot programme was launched providing vocational education for 14-16 year olds delivered as a partnership between Highlands College and secondary schools. It has proved to be highly popular among students and their enthusiasm for practical vocational learning is a pleasure to see.

Also, from very small beginnings only two years ago, I am also pleased to report that the University Centre now has over 80 full-time and over 90 part-time students following programmes of high relevance to our community and our businesses.

Thanks are also due to:

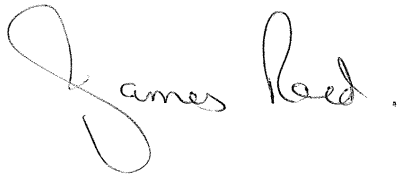
The governors, managers and staff of Highlands College who, for a second year running, have accommodated significantly increased numbers of learners while maintaining their high standards of teaching.

The managers and staff of the Advance to Work and Advance Plus schemes who have created a programme of training and work experience for young people and adult job seekers, helping them to maintain motivation and confidence, and develop essential vocational skills. The Advance To Work scheme enabled over

120 young people to convert training places into full-time permanent jobs last year and, in doing so, it gained national recognition for the quality of its provision.

The Careers Service (Careers Jersey) and Social Security staff, all of whom have 'gone the extra mile' on behalf of job seekers.

The future presents real challenges for employers, learners, job seekers, training providers and government in the development of the Skills Agenda, and the Board has produced a highly ambitious plan for its third year of operation. Given its achievements in 2010, I am confident that essential partnership relationships established recently will provide firm foundations for further development within a wider sphere of activity.

A handwritten signature in black ink that reads "James Reed". The signature is written in a cursive style with a large, looping initial 'J'.

James Reed

Chairman, Skills Executive (2010)

January 2011

SKILLS BOARD 2010
ANNUAL REVIEW OF BUSINESS PLAN
DECEMBER 2010

1 Introduction

The following report has been prepared for the Skills Board. It describes activities and actions undertaken during 2010 against the targets set for the Board by the Skills Executive at the beginning of the year, and the wider aims contained in the States of Jersey Strategic Plan (2009 to 2014).

PART 1 – NOTABLE ACHIEVEMENTS DURING 2010

2 Economic Stimulus Funding Initiatives

2.1 Advance to Work

Advance to Work (ATW) was developed in 2009 as a work related training programme for 16 – 19 year olds who are registered as Actively Seeking Work (ASW) at Social Security.

Supported by mentors, the programme offers three month work placements for people aged between 16 and 19 years who want to gain work experience as well as develop new skills. Participants spend 3 or 4 days per week in the work place and the rest undertaking skills training. The training is a mixture of softer skills such as interview techniques, CV writing and other employability skills sought by employers, as well as specific vocational training for an individual's chosen career path.

At the beginning of November 2010, 290 individuals had participated in the scheme, 100 of whom had progressed into paid work. A further 25 were on the waiting list to join the programme. The programme has been immensely popular and successful for motivated individuals. Fifty young people however, have become disengaged from the scheme. They may return as their approaches to life become more mature and realistic.

2.2 Advance Plus

This scheme was developed over the summer of 2010 for 20 + year olds who are registered as ASW. In devising the programme, it was noted that as these individuals were more mature than those on ATW and that the training required could be significantly shortened. The scheme runs from between 2 – 8 weeks dependent on the sector and job.

A pilot programme **Advance to Administration**, commenced in October with training and work placements over an eight week period. A total of 12 individuals have enrolled on the scheme. Following the success of the pilot programme, it was repeated with a start in December 2010.

Advance to Retail ran over a three week period in November and was directed at entry level job seekers. The aim was to train individuals in time for the

recruitment drive for the Christmas market. A total of 15 individuals enrolled on the programme.

Further programmes in Construction and Hospitality are currently being developed in line with the labour market intelligence reports commissioned and received by the Skills Jersey Board for these sectors.

2.3 Career Strengthening

Fiscal stimulus funding for career strengthening has been used in three main areas:

- Additional adviser capacity;
- Project/events co-ordination; and
- Funding for training and research.

The first of these provided additional capacity for individual one-to-one appointments and enabled Careers Jersey to provide targeted workshops for job seekers. It resulted in an increase in the usage of the Learning Area. Since June 2009 there have been 3,610 individual booked appointments, an average of 240 per month compared with 182 per month in the previous four month period. Over a similar period booked hours in the Learning Area increased from 936 per month to 1,001. The number of passes of the European Computer Driving Licence (ECDL) modules reached 200 by August 2010 - nearly double the total for the whole of 2009. Advisers from Careers Jersey delivered 20 CV workshops to clients from Advance to Work, Prince's Trust and WorkZone plus a workshop on "Dressing for Work" and more than 100 "mock" interviews.

The Service also organised Jobs Fairs on four occasions since July 2009. The feedback was extremely positive. It is planned to hold similar events during the next 12 months. A "Back to Work" event was also held with the intention of bringing people together with agencies who may be able to provide help and support. This was less successful in terms of numbers attending but some of the ideas from that event, such as individual CV advice, have been taken forward in other events.

Funds have been provided for:

- Confidence Building and recognition of skills – a five week programme, half a day per week which has now been run four times (average attendance ten per programme);
- A short programme for people who have been made redundant to restore self-esteem and enhance employability – currently being piloted;
- Literacy and numeracy courses for people for whom this is a barrier to employment – linked with Workwise;
- A programme to train the trainers for a programme to help parents and break the cycle of unemployment – linked with the Bridge; and
- Research into the retail, wholesale and hospitality industries to ascertain their immediate needs and identify training requirements.

2.4 Bienv'nue 2010 (BV2) – New Training Programme

This was a pilot programme supported by Jersey Enterprise, through economic stimulus funding. It was developed and managed by the Jersey Hospitality Association (JHA). Introductory workshops were held at Social Security for local job seekers who had expressed interest in the sector. The programme was based on the successful Bienv'nue programme that is traditionally offered to migrant workers seeking employment in hospitality and tourism. Aspects of the training included the nationally recognised 'Welcome Host' programme (customer care, induction and 'local knowledge' course) as well as basic food hygiene and health and safety. Sadly interest in the initiative was poor and the programme was terminated after five months.

2.5 States Apprenticeship Scheme

A total of 21 apprentices/trainees were recruited to the States in 2009. Positions for nine apprentices were found in a number of craft areas both within the Transport & Technical Services Department and Health and Social Services Department. A further 12 business administrator trainees were taken on with six monthly secondments to varying States Departments over the two year training period.

3 Other Developments

3.1 Enhancing Employment Services

The first tangible aspect of Skills Jersey was the setting up of Careers Jersey, bringing together the resources from Education, Sport and Culture with their counterparts at Social Security. While this enhanced service provides a careers information, advice and guidance service for all ages, abilities and economic and social backgrounds a void inadvertently has been created within employment services.

Since the downturn in the economy, numbers of individuals registered as ASW has doubled. While the Social Security Department have been able to recruit temporary staff as advisers through economic stimulus funding the ratio of advisers to clients has been very high and as a high proportion of ASWs are also claiming Income Support much of the work of the advisers has been directed at compliance work rather than employment services.

During the summer of 2010, the Social Security Department commissioned a 'Review of Income Support: Stage 1 – Interaction between Income Support Benefit System and Employment'. The report is still in draft form and no recommendations have yet been made, however the Department are aware of the content. Based on the assumptions that have been made from the report and data collected at the Department, proposals are being considered for the development of provision that can both sign post individuals to the service they require and also 'account manage' these people, within an agreed number and set criteria. Target groups are:

- People aged 16 to 24 years who are in receipt of Income Support;
- People who are aged 25 years + who have been registered as ASW for 6 months or more;

- People who are aged 25 years + who have been registered as ASW for less than 6 months; and
- People who are not in receipt of Income Support but volunteer to access the services available at the Social Security Department

The new provision, if approved, will assist job seekers with employment and careers advice, maintaining motivation and more specific training to assist them back into employment.

3.2 Vocational Training

In September 2010, 38 Year 9 students from three of the four 11 – 16 schools commenced the vocational learning programme through a partnership arrangement with Highlands College. The initial target had been for 60 students, however marketing the option within the schools had presented some difficulties because of the timing of the decision to go ahead. It is expected that these issues will be resolved for the 2011 entry where expected numbers will be in the region of 120.

The day release programmes cover five craft areas including construction, catering and hair and beauty, and for the 2011/2012 academic year motor vehicle maintenance will be included. It is anticipated that if funding is available, numbers of students being offered a vocational option will increase and that further vocational subject areas will be included in future years, potentially delivered through the 11 – 16 schools.

3.3 Jersey Apprenticeship Scheme

The current scheme has been existence for eight academic years. While there have been successes, percentages of those who achieve Level III qualifications are relatively low in comparison with those who enrol on the scheme circa 20%. The scheme is also not broad enough and is too lengthy (the majority of apprenticeships are four years, three of which are taken to achieve a Level II). A new programme, designed to better meet the needs of employers and apprentices is currently being developed and is hoped to be launched in September 2012.

3.4 Jersey Undergraduate Internship Scheme

Launched in 2006, the initiative had three broad aims:

- To introduce local undergraduates to the professional opportunities available in Jersey in a wide variety of sectors;
- To provide an avenue for local undergraduates to meet and work alongside prospective, high calibre, local employees; and
- To assist and encourage young Jersey people to develop new and existing skills through invaluable work experience.

The scheme requires employers to offer work placements for undergraduates that are both challenging and meaningful. Over the last six years more than 300 undergraduates and more than 100 organisations have participated in the scheme with a number of individuals being offered full-time positions once they have graduated.

3.5 Enterprise Education

Jersey Enterprise, working closely with Careers Jersey and all secondary schools has developed Enterprise Week. Now in its third year, and to be facilitated by a local company for the first time in 2010, school children are given the opportunity of taking part in day-long challenges aimed at inspiring and developing their entrepreneurial skills overseen by individuals from the business community who act as mentors. For the first time this year, Enterprise Week will be integrated into Global Entrepreneurship Week which has a much wider remit beyond the school gate. However, young people will be able to access these events including Young Enterprise participants presenting ideas to local business dragons and a workshop run by Investors, a local Business Angels Network.

3.6 Jersey Skills Development Award

The Skills Jersey Board are aware that a significant number of businesses undertake training and workforce development with their own staff as well as the wider community as part of their respective Corporate Social Responsibility (CSR) policies. In recognition of this, the Board developed the Jersey Skills Development Award as a sign of an organisations commitment to:

- training and development for their workforce;
- the wider community by offering work experience to students on a regular and continuing basis;
- offering additional work experience to young people through Advance to Work, trainee programmes and/or apprenticeships; and
- people with special needs by offering work experience or employment.

A total of 33 local businesses were recognised with bronze, silver, gold or platinum certificates at the Careers/Jobs Fair in September 2010.

3.7 Jersey Enterprise Awards 2010

Following the withdrawal of the training in business awards sponsor for the Jersey Enterprise Awards 2010, the Skills Jersey Board took the decision to extend their recognition of those businesses that undertake training and workforce development with their own staff as well as the wider community by sponsoring the 'Skills Jersey Development of People Award'.

PART 2 - ACHIEVEMENTS AGAINST SKILLS BOARD BUSINESS PLAN 2010

BUSINESS PLAN ACTIONS FOR 2010

ADDRESSING THE PROBLEMS OF THE ECONOMIC DOWNTURN

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Outcome
1	Aim 1	DfESC Objective 1	Maintaining and improving work experience and off the job-training (Advance to Work) programmes for unemployed 16-19 year olds	Development of greater individual vocational experience and skill amongst young people who participate in the scheme. (Value Added)	A place on the scheme for every eligible young person who can benefit from the experience. Sufficient places to accommodate all school and college leavers who are seeking employment. (current limit 150 participants)	<p>Since its inception in September 2009, no young individual has been turned away due to insufficient capacity within the Scheme. To date (Nov)</p> <ul style="list-style-type: none"> • Over 280 young people have been in contact • Over 237 have obtained work experience • Over 167 employers are participating. • Over 100 young people have found full time permanent employment. • Currently there are 120 on the scheme <p>The Scheme is well supported by the States, employers, unions and the wider community. Ongoing funding September to September 2011 has been achieved</p>
2	Aim 1	DfESC Objective 1	<p>Maintaining and improving assistance to adult jobseekers (Careers Strengthening Scheme) through ensuring that Careers Jersey has capacity to cope with increased numbers, and by:</p> <ul style="list-style-type: none"> • Initiating Job Fairs • Providing training in CV building, interview techniques etc. • Develop training for job seekers in specific 'hard to recruit' areas of work. 	<p>Client feedback</p> <p>Feedback from employers and individuals at Jobs Fairs</p> <p>Range of job/sector specific training on offer</p> <p>Extent to which participants are able to secure employment after training</p>	<p>Additional staff remain in post until no longer required</p> <p>Four Fairs per year with real jobs on offer</p> <p>Training is approved by employment sector and valued by job seekers</p>	<p>Staff have been retained in posts</p> <p>Job Fairs have been held successfully although number of participating employers fell during early months of the year</p> <p>Assistance has been given with confidence building, CV construction, interview technique etc. Over 20 workshops have been held</p> <p>Number of individual appointments with careers officers has increased from 182 per month – to 240 per month in 2010</p> <p>Booked learning hours in the learning centre have risen from 936 per month to 1001. ECDL pass rate have risen to 200 per month – almost double the previous year's figure.</p> <p>Specific training has been offered in Hospitality, Administration, Retail, Wholesale and Distribution, Trust and Compliance</p>

ADDRESSING THE PROBLEMS OF THE ECONOMIC DOWNTURN

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Outcome
3	Aim 1	DfESC Objective 1	Continue to support Highlands College and other training providers to make provision for additional numbers of learners	<p>Highlands College/training providers make accurate forecasts of demand</p> <p>Highlands College/training providers are able to meet demand in specific areas</p>	All seeking vocational training are able to access a course appropriate to their needs and the needs of local employers	<ul style="list-style-type: none"> • The planned population for Highlands College is 740 fte. • In September 2009 – the College accommodated an additional 93 students, taking its population to 883 • In September 2010 – the collage accommodated 938 students. • Courses on offer were approved by Skills Board • September 2010 statistics indicate no loss of quality in terms of attendance, or examination performance.

IMPROVING VOCATIONAL EDUCATION FOR 14+ YEAR OLDS

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Outcome
4	Aim 2 Aim 5 Aim 12	DfESC Objectives 1&2 Action LLL1	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	60 young people participating in the scheme in September 2010. 120 in September 2011. Future funding to be secured by savings due to reduced number of 16 year olds entering Highlands College requiring foundation year	14-16 Vocational Pilot commenced in September 2010. 39 young people are participating on a two year programme of vocational education at Highlands College
5	Aim 2 Aim 5 Aim 12	DfESC Objectives 1&2 DfESC Action LLL1 ED Training and Workforce Target	Introduction of an improved and expanded Apprenticeship Scheme	The 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	Successful students should have demonstrated: <ul style="list-style-type: none"> • Competence in the workplace through the attainment of NVQ Level 2 • Technical competence • Key skills (literacy & numeracy – customer focus) • Personal skills (employment rights & responsibilities) The enhanced scheme should be launched in at least two sectors in September 2010 with 40+ new apprentices in existing or new study areas	Principles of the scheme have been accepted – costing are being developed. The scheme will be Included in the DfESC report on re-organisation of secondary and tertiary education planned for publication in February 2011. Launch of the new scheme is planned for September 2012.
6	Aim 2 Aim 5 Aim 12	ED Training and Workforce Target	Expansion of Enterprise Education Initiatives in Schools and Colleges	Performance measured by number of participating institutions and extent of activities	75% level of take up in Schools and Colleges	Students taking part in the programme are: <ul style="list-style-type: none"> • 111 Jersey College for Girls • 60 Hautlieu School • 100 Beaulieu Convent • 110 Victoria College • 113 Grainville School • 150 Haut Vallee School • 75 Les Quennervais School Sessions facilitated by local business Hi5 supported by individuals from business acting as mentors <ul style="list-style-type: none"> • + Womens' Business Lunch with reps from schools invited. • Young Enterprise students are being offered a workshop by Envestors where they will be offered the opportunity of presenting their ideas to local business dragons.

IMPROVING VOCATIONAL EDUCATION FOR 14+ YEAR OLDS

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Outcome
7	Aim 2 Aim 5 Aim 12	DfESC Objective 2	Training providers to be encouraged to place greater focus on employer needs – expressed in the LSN Report published in 2009	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	Evidence of improved student performance in literacy and numeracy. Evidence from employers that young people's understanding of the requirements of the workplace have improved	Literacy Policy has been published – Skills Board meets regularly with responsible officers to keep progress under review.

SUPPORTING ADULTS IN THE ACQUISITION OF SKILLS

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Outcome
8	Aim 2 Aim 5 Aim 12	DfESC Objective 4	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	Research meets the requirements of Skills Jersey as described in the initial brief. Research findings make clear recommendations regarding the size of the problem and potential solutions	A more coherent, well described and publicised programme of learning in this area Solutions agreed, strategies developed for September 2010	Report on Adult Literacy was provided in October 2010. The report author has been invited to return to the Island to lead a professional seminar on the development of a unified literacy strategy and the implementation of her recommendations
9	Aim 2 Aim 5 Aim 12	DfESC Objective 4 DfESC Action LLL2	Further development of the University Centre for Jersey (UCfJ) in partnership with Highlands College and other Higher Education providers	UCfJ is viewed as an independently branded resource for higher education and professional development	Closer liaison between the work of the UCfJ to offer programmes of HE and CPD within both the States and the private sector	Agreement on branding and governance of University Centre has been agreed with Highlands College – Skills Board continues to monitor practice. University Centre strategic direction document has been produced. Currently there are 89 full-time degree students at the University Centre studying <ul style="list-style-type: none"> • FdA Financial Services • BA in Financial Services • FdA IT for Business • FdA Childhood Studies • BA Social Science <p>And 93 part-time students studying</p> <ul style="list-style-type: none"> • OCN Access to Higher Education • HNC Building Studies • BSc Construction Management & Architectural Technology • FdA Art & Design • BA Social Science • MSc HR • MBA <p>C&G Diploma in Teaching in the Life Long Learning Sector</p>
10	Aim 2 Aim 5 Aim 12	DfESC Objective 4 DfESC Action LLL2	Encouragement of a broadening of higher education opportunities within the Island	Enrolment numbers and retention rates for current programmes remain buoyant. Pass rates on existing programmes are at least as good as national averages. Students are recruited from a broad range of backgrounds	Continued success of the current portfolio of strategically important HE programmes. Successful launch of Foundation Degree in Childcare studies. Development of generic top-up academic year to convert Foundation to Honours Degree	Current programmes are well supported and enrolled. New programme in Childcare Studies was launched in September 2010 Work on generic top-up to Honours Degree continues

SUPPORTING ADULTS IN THE ACQUISITION OF SKILLS

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Outcome
11	Aim 2 Aim 5 Aim 12	ED Training and Workforce Target	Sector by sector reviews, published quarterly focussing on the 'state of the industry', its skill requirements and training practices	In depth knowledge of each sector will inform Skills Jersey's approach to developing individual sectors training strategies. Career advisers, schools, colleges, learners, parents and job seekers will have more detailed information on each sector Skills Jersey will gain a better understanding of why employers have 'difficult to fill' vacancies	Over 3 year period reports will be produced on every major sector of the local economy starting with Construction Sector in March. The economy is split into 11 sectors excluding the States.	Sector reviews have been completed in Finance, Retail, Wholesale and Distribution. All have been validated by relevant sectors On validation strategies for skill development will be developed for each sector with the participation of employer representatives and training providers. Information will also be used to enhance careers literature and, in the short term, inform fiscal stimulus initiatives for jobseekers
12	Aim 2 Aim 5 Aim 12	ED Training and Workforce Target	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	64 students were matched with 54 local companies
13	Aim 2 Aim 3 Aim 5		Skills Jersey will encourage greater emphasis on succession planning within larger organisations	In 2010 the States of Jersey, as the Island's largest employer, develops policy and strategy for its own 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	Chairman of Board met with Head of States HR who agreed that this was a priority area. Local teacher training scheme has been successful in ensuring a supply of staff in difficult to fill areas of teaching. Discussions with health for increased training of local people are continuing Consultant has been engaged to consider how best to provide local nurse training across all sectors
14	Aim 5 Aim 8	DfESC Objective 4	Further exploration of ways in which Skills Jersey can assist vulnerable groups into employment	By end of 2010, 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	Development of a clear and effective government organisational structure with clear policies and agreed strategies for supporting vulnerable people into employment. Explicit partnerships with organisations seeking to support the vocational development of the most vulnerable.	Meetings of Chief Officers have taken place to agree measures to avoid overlap of provision and fill gaps within the current structure and provision On going questions regarding the relationship with JET

SUPPORTING ADULTS IN THE ACQUISITION OF SKILLS

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Outcome
15	Aim 2 Aim 5 Aim 6	SS Objective 2	<p>Research and publicity to identify and highlight and valuable contribution that older adults can make to employers</p> <p>Identification of issues which may need to be addressed to encourage older people to remain economically active</p>	<p>Analysis of international research findings, is supported by local examples of good practice</p> <p>Publication is well received</p> <p>Issues adversely affecting continued employment and/ or self employment beyond retirement age are identified and addressed</p>	<p>Publication of brochure and media coverage before end of 2010</p> <p>Encouragement of relevant States Departments to take measures to promote employment and self employment beyond retirement</p>	Not yet undertaken
16	Aim 2 Aim 5	SS Objective 2	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	Publication of information encompassing States activities and provision to support self employment and small business growth	<p>Via Jersey Enterprise (Mid 2010 results):</p> <ul style="list-style-type: none"> • 1008 new and established local businesses contacted Jersey Enterprise, seeking information, advice or support. • 367 start-up businesses have been supported by Jersey Enterprise through their initial trading period; • 850 new job opportunities have arisen within start-up and established businesses supported by Jersey Enterprise.

DEVELOPING SKILLS JERSEY SERVICES FOR ITS CLIENTS

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Outcome
17	Aim 2 Aim 3	DfESC Objective 2&9 DfESC Action LLL5	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	Review of relationships between activities of Careers Jersey, Workwise and organisations working with special needs clients. Development of Skills Jersey organisational structure to provide greater client focus and value of money	By end of 2010, reports commissioned by SS into special needs provision, the Department's direct contribution and its relationship with voluntary organisations will have been published, debated and proposals for change will have been accepted. Skills Jersey will, if required, reconfigure its service in light of these developments	This matter will be discussed in depth following receipt of a report by external consultants in January 2011
18	Aim 3 Aim 12	DfESC Objective 2	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 2010. Site is well received and used more than current site.	Background preparation has been done. Site has been 'populated' prior to being sent to a site designer. Funding for the development of the site has been identified. Budget will be committed 'this year' for development next.
19	Aim 3 Aim 12	DfESC Objective 2	Work towards the achievement of a national Quality Standard for Careers Services	Consider a range of standards published for Careers Education. Gain agreement on the most appropriate standard for use as a benchmark	Seek to attain that standard in all schools by 2011 All Careers Staff to achieve appropriate qualifications	Preparatory work has been completed. Funding for next stage has been identified
20	Aim 12	DfESC Objective 2	Encourage all Schools / Colleges and their respective Governing Bodies to take greater interest in careers education.	All Schools/Colleges to have a member of their Governing Body with special interest in careers education	100% of secondary schools and colleges to have a Governor with special interest in careers education	Programme of visits to school GB s is underway. Schools visited so far have been supportive and have nominated and named individual governors to take a special interest in careers education

DEVELOPING SKILLS JERSEY SERVICES FOR ITS CLIENTS

Skills Board Business Plan Objective	States Strategic Plan Reference	Department Business Plan	Activity	Key Performance Indicators	Target	Outcome
21	Aim 2 Aim 5 Aim 12	DfESC Objective 2 DfESC Action LLL5	<p>Implementation of the Skills Award Scheme which rewards employers for</p> <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 <p>Support for special needs clients through development of policy, and by offering sheltered work and coaching</p>	<p>A significant number of companies and organisations successfully apply for the award.</p> <p>The scheme should be non bureaucratic and easily administered</p>	<p>The certificate and Skills Jersey logo associated with it becomes widely recognised throughout the Island – thus</p> <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 	<p>Scheme has been developed approximately 40 organisations have applied. Awards were issued at an event within the Careers Fair in September 2010</p> <p>Further publicity will be given to the awards in the New Year</p>
22	Aim 2	ED Training and Workforce Target	<p>Capturing and publicising employer and learner need</p>	<p>Monitor measure and report annually on general trends and emerging issues.</p> <p>Quarterly sector specific reports</p>	<p>Reports are timely, accurate and valued by:</p> <ul style="list-style-type: none"> Skills Jersey Employers States Departments Training Providers Learners Advisers 	<p>Annual report on Skills and Skill Requirements was published in January 2010. Next annual report will be published in January 2011</p> <p>Sector reports have been prepared on:</p> <ul style="list-style-type: none"> Construction Retail and Wholesale Distribution Hospitality Trust and Compliance
23	Aim 3		<p>Review structure of Skills Jersey and the services provided. To ensure they are appropriately resourced and in the right location</p>			<p>To be competed following Skills Executive away-day and Chief Officer meeting</p>