

LEARNING & SKILLS - Strategy Action Plan 2016 - 2017

The Strategy for Skills in Cambridgeshire (and Peterborough detailed in the Peterborough Skills Strategy) and detailed action plan take into account the views and needs of businesses, education and learning providers and other local stakeholder organisations and citizens to help increase and develop both our existing and future workforce by:

PRIORITY ONE Identify higher level skills needs and gaps in Cambridgeshire (and Peterborough) businesses with a sample of key areas such as advanced manufacturing, life sciences and the creative industries, providing targeted skills and training support for small to medium-sized businesses.

ITEM	ACTION	LEAD/SPONSOR	PROGRESS	BY WHEN	RAG RATING
1.1 Understanding the Market					
Looking at data for the formation of skills conclusions to ensure that we are meeting the needs of businesses both now and in the future.	We will closely monitor economic indicators such as the employment rate and the new business registration rate to assess the state of Cambridgeshire's economy and our progression this objective.	Sponsor: Stella Cockerill		Ongoing	
	We will work with Partners to match skills provision with local business needs and employment opportunities, so that the workforce has the skills to compete in the labour market. We will use our data and knowledge to help schools and colleges to understand the local employment and skills market.	Sponsor: Lynsi Hayward-Smith/Stella Cockerill		Ongoing	
	Promote ways of working with local employers to schools and academies. Support and encourage the local business community to play a role in shaping and/or delivering elements of learning in schools, to better meet local business needs.	Sponsor: Lynsi Hayward-Smith/Stella Cockerill		Ongoing	
1.2 Improving Best Practice					
Showcase existing best practice in school/employer partnerships, encouraging and facilitating the proliferation of best practice to other areas by:	Using existing partnerships for facilitation, in particular the LEP, the Learning and Skills Board and 14 - 19 educational partnerships.	Sponsor: Lynsi Hayward-Smith/Andy Sanders		Ongoing	
	Connect businesses to local employment and skills programmes such as the Work and Health Programme providers to promote and improve engagement Support.	Sponsor: Andy Sanders			
1.3 Government Agenda					
Contribute to the Government's agenda regarding the increased participation of apprenticeship programmes within the County by:	Adopting a policy of apprenticeships being a preferred route of progression and a considered route of recruitment, within the Local Authority Workforce Development strategy within the County Council's Workforce Strategy.	Sponsor: Jeannette Perkins			
	Advocating, through supply chain procurement and influence, the methodology of employing apprenticeships to develop the skills base of the local economy.	Sponsor: Jeannette Perkins			
	Working closely with our partners in the Local Enterprise Partnership, to help new and existing businesses to expand and grow and to increase employment opportunities in the County.	Sponsor: Jeanette Perkins			
1.4 Increasing Participation					
Support young people to participate, achieve and progress into skilled employment and/or continue into further or higher	Offer support for SME's (The category of micro, small and medium-sized enterprises (SMEs) is made up of enterprises which employ fewer than 250 persons and which have an	Sponsor: Jeannette Perkins			
	Increase influence on links between employers and schools Local Authority as an employer considers every vacancy as a				
Support National Apprenticeship expansion of Apprenticeships by 3 Million Between 2015 and 2020	In procurement, encourage apprenticeship philosophy in supply chain				
	Generate additional 420 apprenticeships in Growth Sectors as part of the City Deal by 2020			by 2020	

ITEM	ACTION	LEAD/SPONSOR	PROGRESS	BY WHEN	RAG RATING
	Helping young people aged 16-24 into training and employment by building greater links with employers and schools and colleges and increasing the number of apprenticeships and traineeships				

PRIORITY TWO

ITEM	ACTION	LEAD/SPONSOR	PROGRESS	BY WHEN	RAG RATING
	2.1 Develop stronger education industry community				

	Young people achieve highly in education	Sponsor: Keith Grimwade			
	Improve skills for young people, so that people are better prepared to get jobs	Sponsor: Anne Bailey/Skills Service?			

2.2 Narrow the gap between disadvantaged and non-disadvantaged groups

	Build opportunities for employers to engage with schools and champion the work of their sector to future employees.	Sponsor: Simon Adams/Preparing for Audit/hold Additional Needs team (TBC)			
	Understand what works and share	Work with the LEP (Local Employment Partnerships) projects and Signpost to Skills services to help schools plan the job awareness of their young people.	Sponsor: Lynsi Hayward-Smith		

	Work on the Accelerating Achievement County project to offer support to improved opportunities for the most vulnerable young people.	Sponsor: ?? HE Provider			
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	Developing mechanisms to promote with schools and academies, the value of working with local employers in order to prepare their young people for the workplace.				
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2.3 Strengthen Apprenticeship experience

	Strengthen Apprenticeship experience to gain greater participation	Targeting economic development activity and promoting apprenticeships in key growth sectors.	Sponsor: Jeannette Perkins		
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	Undertake an audit of Post 16 work experience opportunities in order to understand the sector, promote opportunities for 19 - 24 year old and develop best practice.				
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	Develop joint protocols for pre and post education industry links in order to differentiate the experience and promote the contributions each makes to developing a skilled and motivated workforce (to include programme based employer placements, volunteering, traineeships DWP work experience and school and FE programmes.				
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2.4 Develop a stronger Education Industry community by:

	Measure wider impact of pre 16 education/industry links on progression into Apprenticeships in order to promote further interventions and understand what works and why.				
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	We will look at the percentage of young people aged 16 - 19 who are not in education, employment or training to assess our success in	Review post 18 information and advice pathways to Apprenticeship Proof			
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	Increase the number of employers willing to offer opportunities to young people with disabilities including building successful transitions/pathways to traineeships and apprenticeships.				
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	Share best practice from local employer engagement programmes.				
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	Survey young people undertaking apprenticeships to establish how they found out about opportunities and what underpinned their decision making in order to inform future marketing and promotional activities.				
	Investigate use of social media to promote recruitment and retention of apprentices.				
	Establish data sharing protocols with training providers to enable them to contact YP directly to promote Apprenticeships.				
	Run training for key workers on post 16 learning opportunities.				
PRIORITY THREE	Providing a package of measures to support the unemployed, vulnerable adults and those aged 50 plus back into the jobs market				

ITEM	ACTION	LEAD/SPONSOR	PROGRESS	BY WHEN	RAG RATING
3.1 Support and protect people when they need it most by:					
	Developing pathways to employment including through IAG, Children's Centre workshops, work and health programme initiatives. Ensuring synergy with ESF/DWP Job Seekers project and looking for synergy with a range of other local initiatives BBQ, Community Grants, CALF etc.				
	Engaging the voluntary sector and other providers to support deprived communities, to reach the learners furthest from learning provision.				
	Ensure there are opportunities for all communities to give feedback on the delivery of learning services and engage in the design of the delivery of learning.				
	Focus the Community Learning Funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills.				
3.2 Community Learning Fund					
	Comparison with the profile of engaged learners. Review of learner wider outcomes. Feedback from learners. Feedback from employers. Progression data				
	Engage more hard to reach learners by working with voluntary sector and Social Enterprise partners on engagement strategies for local learners.				
	Work with providers to encourage them to support progression for learners				
3.3 Measure success indicators					
	Facilitate the production of a map of all providers and the entry and progression routes to and between those providers.				
	Support the Building Better Opportunities (BBO) work and use the data to provide a gap analysis.				
	Enhancing opportunities to improve English and Maths skills and encouraging greater focus on training in areas where there are high numbers of low skilled residents				
ITEM	ACTION	LEAD/SPONSOR	PROGRESS	BY WHEN	RAG RATING
4.1 Improved access to learning and progression into employment, bringing new opportunities and improving lives, whatever people's circumstances.					
	Employer feedback demonstrates new applicants have the right skills for the job				
	Improved digital, financial, literacy and/or communication skills				
	Parents/carers are better equipped to support and encourage their children's learning.				
4.2 Employer feedback					
	Improved confidence and willingness to engage in learning.				
	Commission, deliver and support learning in ways that contribute directly to these objectives, including:				
	Using the Community Learning and Skills Partnerships to bring together key providers and relevant local agencies and services.				
	Developing planning and accountability to a local level, with local people involved in decisions about the learning offer				
	Involving volunteers and Voluntary sector and Social Enterprise groups				

ITEM	ACTION	LEAD/SPONSOR	PROGRESS	BY WHEN	RAG RATING
	Ensure English and Maths is embedded in all the priorities.				

