



Wiltshire Education, Employment and Skills Strategy 2014-2020

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Foreword from the Chair

The Leitch Review of Skills in December 2006, 'Prosperity for all in the Global Economy: World Class Skills' examined the UK's long-term skills needs. It set out ambitious goals for 2020 which, if achieved, would make the UK a world leader in skills. Following that the Education Act 2008, bringing a duty for young people to participate in education or training, implemented through the 'Raising of the Participation age' legislation in 2013 and 2015, and, from the change in government in 2010 numerous policies and reports centred around skills, quality in education and training, rigour and responsiveness and reform of vocational education. Furthermore, the Government's two strategies around Social Mobility (2011) and Social Justice (2012) are clear in their ambitions to ensure that people are able to get on and move up the social ladder, ensuring that opportunities brought through the globalised economy are available to all and that no one is left behind.

There has never been a busier time for the Education, Employment and Skills agenda. The current government has been driven by the need to change to ensure that the UK has a globally competitive workforce, skills

needs are met and vocational education and Apprenticeships are of the highest quality. The publication of key documents such as the Review of Vocational Education (The Wolf Report 2011), Rigour and Responsiveness in Skills (April 2013, DfE and DBIS), the Richard Review of Apprenticeships (November 2012) and others have compounded the need for change and driven the agenda forwards at an unprecedented rate. Additionally, the creation of Local Enterprise Partnerships (LEPs) has been a pivotal development in the way local areas can access National and European funding to drive sustainable growth.

In order to make the education and skills system more effective and responsive to the needs of employers, the Government gave LEPs a new strategic role in skills policy in line with the recommendations of the Heseltine Review. LEPs have been given a role setting skills strategies consistent with national objectives, and chartered status for FE colleges will be linked to having taken account of the skills priorities of local LEPs. It is recognised that issues and opportunities relating to Education and Skills often cross geographical boundaries and as such collaboration between LEPs will be encouraged.

Wiltshire needs to position itself so it can respond to the challenges brought about by these policy developments and by working together we need to create an environment that will support the development of a skilled and competitive workforce, meet the needs of employers both now and in the future and drive business development and economic growth. As we approach 2020, Wiltshire is facing numerous challenges relating to employment and skills, not least the education and skills landscape is changing rapidly and there is an increasing need to improve the effectiveness of education and business liaison.

Restructuring of the employment base and an overall shift towards higher order occupations requires higher levels of education and it is anticipated that in terms of skills requirements, including replacement demand, by 2020 approximately 65% of the jobs growth will require NVQ Level 4 qualifications and above. In addition the county is facing significant demographic change including an ageing workforce coupled with the rise in state pension age and less need for 'replacement demand'. Furthermore the county is faced with fluctuations in the population of young people and an increased birth rate which is set to impact on the capacity of educational institutions.

Finally, Wiltshire is facing a number of other strategic challenges and opportunities atypical of other counties including the Swindon & Wiltshire City Deal which aims to establish a clear and stand alone private sector led HE offer for the SWLEP area to meet the area's higher skills challenge (Level 4+). In doing so, we aim to retain Wiltshire's home grown talent who have in the past had to leave Wiltshire in order to pursue their HE ambitions. The Army 2020

rebasement project will see an influx of military personnel and their dependants relocate to the south of the county bringing around 4,000 additional Army personnel and dependants into a concentrated area in the south of the county. By 2020 almost 25% of the Army's strength will be based in this area which is in stark contrast to other bases in the UK which will see net reductions. There will be an estimated 1,800 service leavers in Wiltshire by 2016 and the successful City Deal bid aims to see military leavers' skills being used by companies who wish to locate and grow in the county.

In July 2014, Swindon and Wiltshire LEP agreed a historic Growth Deal with the government which will bring £129million investment into the region. Included in this will be a new science park at Porton Down, which will provide facilities for research, development and advanced skills training for companies specialising in life sciences and healthcare and a range of transport schemes to help people and goods move more easily around Swindon and Wiltshire's key growth zones. This will provide much welcome support required to meet the challenges outlined above. Due to its current contribution to the local economy and potential for growth, High Value Manufacturing is high on the LEP's agenda. Research undertaken by the LEP has resulted in a '2026' vision for a thriving Swindon and Wiltshire, which emphasises the unique attributes manufacturing brings to the area. This includes exploiting the area's strong military presence and developing small and medium enterprises (SMEs) so they can respond quickly to developing opportunities. The report also suggests that High Value Manufacturing will be supported by Innovation and Technology Centres that build connectivity and local strengths.

Wiltshire is already making good progress in terms of supporting growth. The Wiltshire Business Hub is designed to provide a gateway to all available national and local business support, marshalling the best of Government Agency support and commercial expertise delivered along with free, expert and impartial advice and direction. It provides expertise on Strategy & Planning, Customers & Markets, People & Skills, Finance & Assets, Innovation and Sustainability & Environmental Protection. The aim is that by the end of 2015, the majority of Businesses in Wiltshire will be aware of the Hub and know that it provides a central point of contact and advice on all business support available in the county.

This Strategy will guide the way in which key partners work together to respond to Wiltshire's economic growth priorities whilst supporting the development of an inclusive economy. Through implementation of this strategy we aim to put employers at the heart of the employment and skills/education system to drive growth in the Wiltshire economy and provide a structured and co-ordinated partnership approach to sustained engagement in education, training or work across all age and client groups.

Steve Stone, Chair, Wiltshire Education, Employment and Skills Board



Glossary and definition of key terms

Academisation - The conversion to Academy status (a school which is independent of any local authority or democratically elected accountability).

Aspire Centre - Wiltshire Council's Aspire Centre provides a range of learning programmes and development opportunities for children in care and care leavers.

City Deal - City Deals are agreements between government and a 'city' that give the city control to: take charge and responsibility of decisions that affect their area, do what they think is best to help businesses grow, create economic growth and decide how public money should be spent.

CEIAG - Careers Education, Information, Advice and Guidance

DFE - Department for Education

DBIS - Department for Business Innovation & Skills

EET - Education, Employment or Training

Enterprise Education - The provision of learning opportunities which help students develop the attitude, knowledge and skills of the entrepreneur. The enterprising individual both initiates and thrives on change. Enterprise education enables students to develop confidence, self-reliance and a determination to succeed.

Entrepreneur - A person who organises and manages any enterprise, especially a business, usually with considerable initiative and risk.

EVER 6 FSM - Used by the DfE this is a measure to allocate the pupil premium based on whether pupils have been eligible for FSM in the past 6 years.

FE - Further Education

Free Schools - A Free School in England is a type of Academy, a non-profit-making, independent, state-funded school which is free to attend but which is not controlled by a Local Authority. They are subject to the School Admissions Code as all other State-funded schools.

FSB - Federation of Small Businesses

FSM - Free School Meals

GVA - Gross Value Added

HE - Higher Education

HEIs - Higher Education Institutions

IAPT - Improving Access to Psychological Therapies

IMPRESS - Project IMPRESS offers dedicated support to people in Wiltshire aged 16+ who have recently returned to work after 6 months or more of being out of work, or who have just started their first job. Support is offered to both the employee and employer to help the individual stay in work for the long term.

Key Stage 4 - A stage in the state education system and the legal term for the two years of school education which incorporate GCSEs, and other exams, in maintained schools in England. Also referred to as Year 10 and 11 (in England) when pupils are aged between 14 and 16.

KPI - Key Performance Indicator

LEP - Local Enterprise Partnership

Level 1 - Level 1 is equivalent to GCSE at grade D-G

Level 2 - Level 2 is equivalent to GCSE at A*-C

Level 3 - Level 3 is equivalent to A Level

Level 4+ - Level 4 is the start of the Higher Education qualification framework which progresses up to Level 8. Ranging from Certificate of Higher Education up to Doctoral Degrees.

NAS - National Apprenticeship Service

NEET - Not in Education, Employment and Training. Evidence shows that more vulnerable

children and young people including those looked after, Care Leavers, and those with Special Educational Needs and Disabilities are more likely to be at risk of becoming NEET. Whilst certain characteristics such as poor educational performance, disaffection with education and low socio- economic status, are more prevalent, many young people who are NEET have average levels of attainment, live at home supported by their family and, as such, can become 'invisible'. (Sue Maguire, April 2013 Centre for Education and Industry, University of Warwick).

NQF - National Qualification Framework

NVQ - National Vocational Qualification

RPA - Raising the Participation Age, legislation passed through the 2010 Education Act which requires young people to participate in education, or employment with training such as an Apprenticeship until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.

SEN - Special Educational Needs

SEND - Special Educational Needs and Disabilities

SFA - Skills Funding Agency

Social Exclusion - <http://www.poverty.ac.uk/definitions-poverty/social-exclusion> Social exclusion is a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods and services, and the inability to participate in the normal relationships and activities, available to the majority of people in a society, whether in economic, social, cultural or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole. As defined by Levitas et al. (in their report [The Multi-dimensional Analysis of Social Exclusion](#) for the last government's social exclusion task force).

SIB - Social Impact Bond

Social Mobility - Social mobility is a measure of how free people are to improve their position in society. (Opening Doors, Breaking Barriers: A Strategy for Social Mobility Vulnerable groups HM Government April 2011).

SME - Small and Medium Enterprises (micro: 0-9 employees, small: 10-49 employees, medium: 50-249 employees).

STEM - Science, Technology, Engineering and Maths

SWLEP - Swindon and Wiltshire Local Enterprise Partnership

SWOT - Strengths, Weaknesses, Opportunities and Threats

UTC - University Technical College. University Technical Colleges are academies for 500 - 800 14-19 year old students which provide an education that meets the needs of employers. They offer technical courses and work-related learning, combined with academic studies. UTCs are sponsored by a local university and employers. It is also usual for FE colleges and other educational institutions such as established academy trusts to work in partnership with them.

VCS - Voluntary and Community Sector

Vulnerable - Groups that experience a higher risk of poverty and social exclusion than the general population. In relation to employment, the concept of vulnerable groups denotes the risk of marginalisation from the labour market and social exclusion. There is no universal or common definition of vulnerability but the term is generally held to refer to those individuals or groups who, due to age, ill-health, infirmity, minority status or their otherwise disempowered position in society may be open to exploitation (whether physical, emotional or psychological).

Workless - Having no work/unemployed

Worklessness - Unemployment/the state of being without paid work



Purpose and benefits of the strategy

The Wiltshire Education, Employment and Skills Board met for the first time in January 2014 following the merger of the 13-19 Strategic Board and the Employment and Skills Board. Our Education, Employment & Skills Strategy for Wiltshire will enable us to take a holistic and prioritised approach towards the aim of integrating the Education, Employment & Skills agenda in Wiltshire. This new strategy aims to identify a shared vision, strategic objectives and priority actions to help Wiltshire Council and its partners on the Education, Employment and Skills Board to create an environment that will:

- support schools, the Further Education (FE) sector, Higher Education Institutions (HEIs) and training providers to increase participation in education, training and employment
- support the development of a skilled and competitive workforce that meets the needs of employers both now and in the future
- drive business development and economic growth
- co-ordinate collaborative partnership working to achieve common goals
- provide synergy between emerging education and skills policies translating into practice.

Benefits of having a single integrated Education, Employment & Skills Strategy include:

- clarify key issues and identify objectives
- identify partner responsibilities
- coordinate resources and effort
- create the environment for employers to influence and inform the skills agenda and education and training provision
- develop a co-ordinated offer for employers and individuals that is appropriate and accessible
- shared/joint influencing of external/national policy and resources.

Process for the development of the strategy

The methodology for the production of our strategy comprised of:

- a desk based review of the policy context
- an analysis of data on Wiltshire in the context of Education, Employment and Skills (appendix 1)
- interactive workshop sessions with partners and stakeholders to identify and agree the Strategic Objectives, Priorities and High Level Actions.



- a wider consultation exercise including the general public ran from 26th August to 10th October to gain further input and feedback on the draft Strategy.

During the spring of 2014 the Education, Employment & Skills Board convened a Strategy, Policy & Data Group charged with responsibility for developing an Education, Employment & Skills Strategy for Wiltshire. The group drew its membership from lead officers in the relevant services of Wiltshire Council including Economic Development & Planning, Operational and Non-operational Children's Services, Public Health (including Corporate Research), Adult Social Care, Adult & Community Learning, Organisational Development & Learning and representatives from partner agencies and organisations including Wiltshire College, the Community Learning Trust, the Skills Funding Agency, Department for Work and Pensions, Wiltshire Business Support Service, Federation of Small Businesses, local secondary schools, Voluntary and Community Sector organisations, and the GWP Training Provider network. Together, through a series of workshops they reviewed existing strategies that interface with this agenda, reviewed relevant data sets and established a single robust evidence base from which the Board could identify the Strategic Objectives and Priorities for investment/ intervention. Further to this, they supported the Board to develop its system for measuring the future success/impact of the strategy.

Using this approach to develop the strategy provided key stakeholders the opportunity to inform, shape and influence the strategy from the outset. A partnership response to the Education, Employment & Skills challenge is anticipated to save resources and make

the activities more focused and effective.

The workshops themselves have improved partnership working further as they have served as a vehicle for sharing and learning about each other's priorities, objectives and cultures (between organisations/agencies and internal services). Capacity and capability will have been enhanced through the development and sharing of skills and knowledge and by having a plan setting out what and how activities can be achieved and why (this strategy).



Implementing our strategy

Two of the 5 subgroups belonging to the Education, Employment and Skills Board will be taking forward implementation and delivery of the Action Plans which support the Strategic Objectives. The Apprenticeship Growth Group will be taking forward implementation and delivery of the Apprenticeship Growth Plan (appendix 2).

This group aims to provide a co-ordinated, partnership approach to increasing the number of Apprenticeships and Skills opportunities in Wiltshire and maximising their uptake. The Learning and Working in Wiltshire Group will be taking forward implementation and delivery of the Increasing Participation and Employment Plan (appendix 3). This group has a vision to develop an inclusive economy that will provide equality of economic opportunity for all in Wiltshire. Membership of both of these groups is drawn from a wide and representative stakeholder base.

Our approach to performance management

Our system for measuring success will be based on the following three components:

1. Monitoring
2. Performance measurement
3. Evaluation

1. Monitoring

We will use monitoring to review any action due for the previous quarter, identify any issues/challenges, understand the implications for the next quarter and use this information to plan for the next quarter.

2. Performance measurement

We will adopt a 'Balanced Scorecard' approach, developing a system that complements our strategic direction. This will be based on measuring the extent to which we achieve our strategic objectives. To support this, we have developed a performance dashboard which has identified a suite of performance indicators (appendix 4), including a 'top twenty' KPI list which will be used as a monitoring and performance tool. We will compare our performance against national, regional and other similar areas where appropriate benchmarks can be identified.

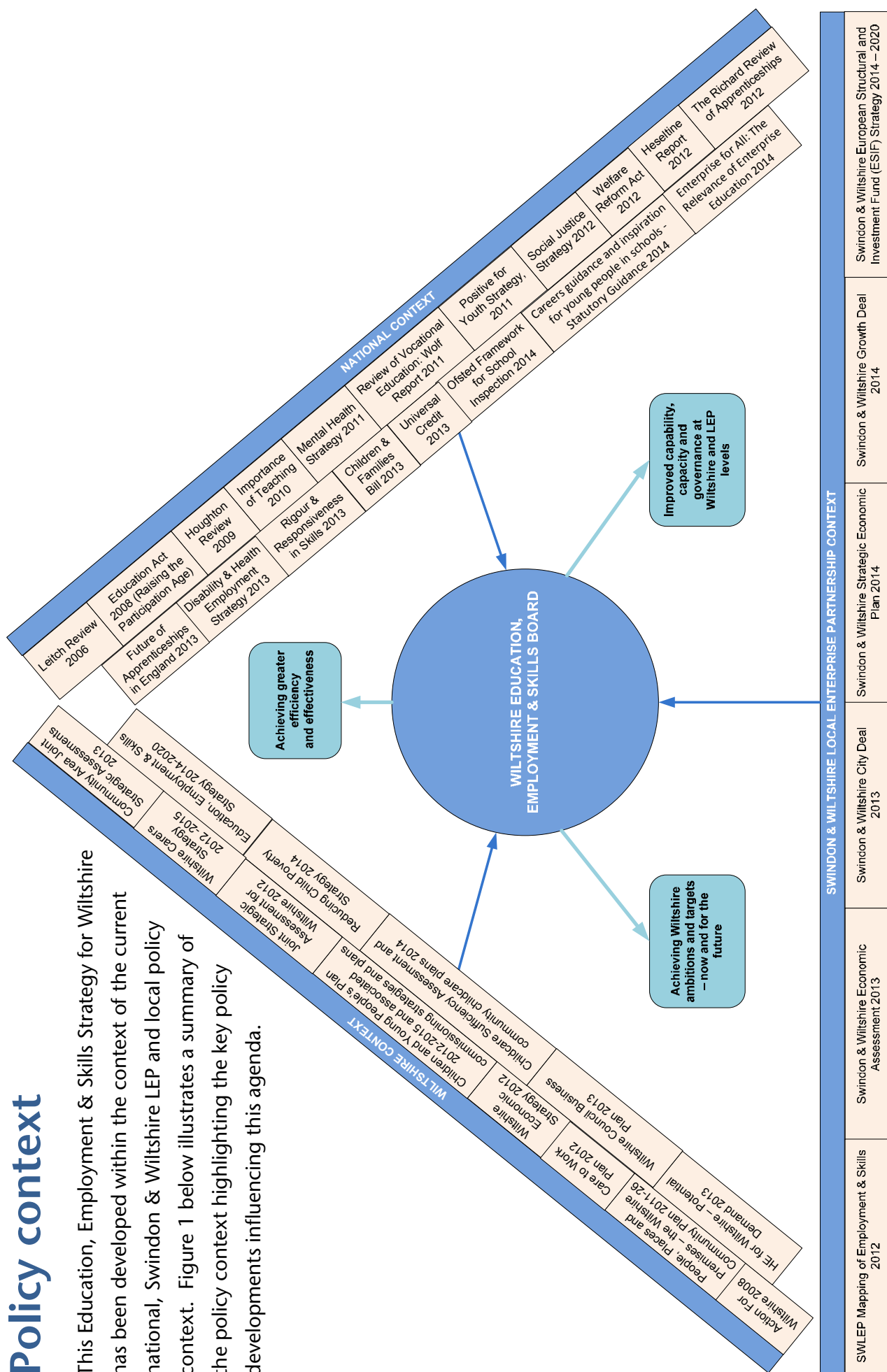
3. Evaluation

We will identify a systematic approach to evaluation for individual projects, programmes and other interventions.



Policy context

This Education, Employment & Skills Strategy for Wiltshire has been developed within the context of the current national, Swindon & Wiltshire LEP and local policy context. Figure 1 below illustrates a summary of the policy context highlighting the key policy developments influencing this agenda.



The Education, Employment and Skills Challenge in Wiltshire

As a county, Wiltshire is facing a number of challenges which need addressing:

Economy

- Challenge to Gross Value Added (GVA) through skills shortages/gaps in some sectors and in some geographic areas.
- Global competition - Wiltshire's economy needs to be as efficient and flexible as possible in order to seize the opportunities that global markets present.
- Whilst wages in Wiltshire are low, house prices remain above average making it more of a challenge for first time buyers and young people to get on the property ladder. In addition high rental prices are also an issue for young people to afford to rent which may prove a barrier to them staying or relocating to Wiltshire. Both resident and workplace pay rates in Wiltshire have lagged behind national averages and in-

work poverty is becoming a real issue. Data on pay levels and commuting flows indicates that the outward commuting of higher skilled workers from Wiltshire has long been a feature of the economy.

- Wiltshire needs to continue re-structuring and moving up the value chain so that it can remain competitive, attracting sectors/businesses that are big contributors of economic output.

Employment and skills

- The South West has the highest proportion of employees in micro, small and medium businesses in England and one of the lowest proportions employed by large firms. According to the 2013 Local Economic Assessment, the Wiltshire economy is dominated by small and micro businesses. Looking at business unit data there were 21,258 operations in Wiltshire of which 97.4% employed fewer than 50 people. The majority of these, 87.2%, were micro businesses i.e. employing up to 10 people. Medium sized firms (50-199 employees) account for just 2% of the business base and large firms (200+ employees) represent 0.5%.





- Many successful micro businesses reach a point where growth comes to an end. This is usually because the business owner needs support and advice to restructure the business for further expansion and often occurs at around £500K turnover or 10 employees. The Wiltshire Business Hub is designed to assist with building a broader based management team and to conduct a complete strategic review of how the business can grow to the next level.
- Restructuring of the employment base and an overall shift towards higher order occupations requires higher levels of education. Therefore it is anticipated that in terms of skills requirements, including replacement demand, by 2020 Wiltshire's economy is projected to have: 38,300 jobs that require Level 4 qualifications (i.e. degree level); 24,700 with Level 3; 31,000 with Level 2; and 9,000 with Level 1.
- It is projected that by 2020 employers in Wiltshire will demand that approximately one in three of the workers they recruit should have a Level 4 qualification, there are currently limited Level 4 provision in the county.
- Professional occupations, Associate Professional and Technical occupations and Managers, Directors and Senior Officials feature strongly in Wiltshire's workplace economy and by 2020 these occupations will have the highest expansion demand. Professional occupations are projected to grow by another 8,900 jobs. Managers, Directors and Senior Officials are projected to grow by another 6,000 jobs. Associate Professional and Technical occupations are projected to grow by another 5,200 jobs.
- The Defence industry requires Science, Technology, Engineering and Maths (STEM) graduates, which are in short supply across the country while the number of STEM graduates has risen it has not kept pace with the increase in demand.
- There is a need to increase the vocational training including Apprenticeships available for the Life Sciences industry, as well as ensuring that education institutions are working with the industry so that graduates are entering the labour force with the appropriate skills. There is a need for a minimum of 10% more staff to be trained within the next 10 years. Additional pathways need to be developed to help provide additional routes into the life sciences sector. This is particularly important at technician level. The further usage of Higher level Apprenticeships is considered an important way of ensuring a pipeline of technicians equipped to meet the needs of the Life Sciences sector.
- 26.3% of employment by Wiltshire's businesses is in the knowledge intensive sectors, higher than that of England and Wales. Moreover, 2.7% of employment is in Medium and High Technology Manufacturing, just above the England and Wales average of 2.5%. These industries



have a very strong demand for high levels of employability skills and education especially in Bachelors and Masters of Science degrees and considerable research skills. The knowledge intensive sectors are services and business operations heavily reliant on professional knowledge and their employment structures are heavily weighted towards scientists, engineers, and other experts.

- Manufacturing accounts for 9.3% of all workplace employment, above the England and Wales average. There will

be a continuing shift to higher order occupations: more managers, professionals, associate professionals. For SMEs one of the key challenges is the need to acquire the strategic management skills needed to grow and prosper. While investment in innovation and Research and Development is strong in the Manufacturing sector, it requires high-level technical skills and quality management skills to capitalise on that investment. Like many others, the Manufacturing sector will increasingly be competing for STEM graduates. This is particularly an issue amongst SMEs, which do not enjoy the

same brand recognition as many of the large, well-known manufacturers. The ageing workforce, particularly of highly-skilled engineers, is creating a short-fall in the supply of technicians and engineers trained to NQF Levels 3 and 4, which may lead to a variety of highly-specific skills shortages across the sector, including mechanical engineers, chemical engineers, design and development engineers, production and process engineers and buyers and purchasing officers. Higher levels of flexibility, agility and a broader range of soft skills across the whole workforce are considered key attributes in the future Advanced Manufacturing workforce.

- Financial Services employs around 8% of the workforce and is regarded locally as a 'growth industry and a major economic driver.' Across the sector there is likely to be a continual need for more Professional, Associate Professional and Technical staff

and for existing employees to continually develop their specialist and technical skills. Key professions include actuaries, underwriters, investment accounting and insolvency. Management skills and leadership qualities are likely to be in continual demand as the sector and the economy recovers from recession. In terms of sectors, there is a need for better training and recruitment for the retail banking and insurance industries, as presently these areas are least attractive to the best applicants. The sector's demand for specialist IT skills, data security, compliance skills, customer service skills and managerial skills including collaboration and partnership skills at management level are all likely to increase in the coming years. By 2020 it is projected that more than 1 in 4 jobs will be at the higher end of the occupational spectrum requiring more employees qualified from A Level upwards (Level 3 +) and especially to Degree level and above in the coming years.



- The Low Carbon sector will also be competing for high-quality STEM graduates over the next few decades. Other higher level skills in short supply for the sector include: leadership and management, project management, lean manufacturing and business improvement techniques. Also demands for generic low carbon skills such as sustainable procurement; carbon accounting; performance reporting; environmental management systems; risk management; whole life costing; cost benefit analysis and commercialisation skills. Effectively tackling the demographic time bomb facing many Low Carbon and Manufacturing industries is one of the most important issues. With large numbers of skilled people forecast to leave these industries over the course of the next decade the sector needs to find new sources of recruits to fill the looming gaps. Links to skills needs in key construction occupations around the growth in retrofit include: dry liners; plumbers; PV installers; gas installers; as well as general builders. Also links to skills needs in Automotive; Logistics & Distribution; ICT and mainstream Construction.
- Tourism related jobs equate to 7% of employment in Wiltshire and the visitor economy is worth 8.2% of Wiltshire Gross Domestic Product (GDP) and supports over 27,000 jobs. The main job growth at an occupational level will be in managers, directors and senior officials. The continuing shift in the occupational profile of the Accommodation and Food sector in the area over the course of the decade towards higher-order occupational groups will have a significant impact on the required qualifications profile of the workforce. The

sector suffers from skills shortages in key areas, particularly chefs, customer service staff and hospitality management. There is also a need to improve sector specific marketing skills, particularly on line/digital/ social media marketing.



- High priority skills requirements to meet the immediate issues affecting the Food and Drink sector include setting up structures to demonstrate, record and promote the professionalism of the sector; succession planning for small businesses; environmental management skills; risk management; scientific knowledge and technology transfer; and better ICT skills. Other high priority but not crucial skills needs are marketing; market analysis; planning and project management; woodland management; crop agronomy and pest and disease identification and control; as well as practical conservation skills. There is an urgent need to ensure there are sufficient numbers of staff being trained for the sector to replace those who are expected to leave

by 2020 as almost half of the workforce is predicted to retire from the sector within the next 7-10 years. It will also be important to ensure that there are sufficient highly skilled STEM workers for the sector, who can understand and use increasingly complex biotechnology. Increases in efficiencies are linked with decreasing numbers of agricultural staff. Those who remain in the sector will increasingly have to develop STEM skills for aspects such as biotechnology and GM crops. Already, 24% of the agricultural workforce in the UK is trained to NQF Level 4 or above. Managers are the most likely to require these higher level skills. Skills will need to change and adapt, given the need for diversification and compliance with legislative, technological and climate change needs. It is possible that increasing environmental and food security concerns may lead to further government regulation of the agricultural sector. In order to respond to this, managers in the sector will need to familiarise themselves with the new laws, and ensure that the regulations are met and the processes are managed. The growing global population will require increased productivity of agricultural businesses in order to meet the increasing demand. Skills will be required in resource management, nitrate applications, soil management and technical and scientific skills to change farming practices to a model where precision farming is commonplace. It will be increasingly important to understand the issues affecting sustainability of agriculture. These will require skills in business planning with financial and environmental constraints, environmental management and diversification strategies. There will also be increasing demand for conservation,



scientific and community engagement skills as farmers need to understand new systems of production, apply scientific principles and engage better with their local communities to aid the transition to greater sustainability.

- There is a need to apply a focus on sectors with skills shortage vacancies and 'hard to fill' vacancies, such as the Care sector. The biggest challenge facing the Care sector is the inability to attract health and social care staff to work in Wiltshire. This is felt across statutory services, care home and homecare operators. The sector is experiencing significant shortfalls in social workers and managers across both adult and children's social care settings.
- Wiltshire will see an additional 8,000+ personnel leaving the forces in the next 4/5 years as a result of the first phase of the down-sizing required to meet the Army 2020 objectives. This will inevitably put pressure on the Career Transition Service as it is more than doubling the numbers of people seeking new challenges over this period. Rather than seeing this as a challenge, the availability of highly-skilled and motivated people – who are expressing a desire to remain in the area^[1] - we regard as a key enabler in developing a highly-skilled workforce as many military leavers have already reached Level 3 in their education path and gained valuable transferable skills due to their military careers. Increased local provision of Higher Education through the City Deal would enable Wiltshire's labour market to enjoy the rewards that military leavers can generate.

^[1] Wiltshire & Hampshire are the top two preferred re-settlement areas identified by service leavers – Army Statistics 2012

Education

- The lack of effective Information, Advice and Guidance in many schools has been highlighted nationally by OFSTED as a concern since the responsibility for careers moved to schools from the Local Authority (Going in the Right Direction? – OFSTED, Sept 2013 Ref NO 130114). This could impact on the choices and options being made available to young people in Wiltshire schools. The challenge is to ensure consistency so that all young people have access to high quality, effective and appropriate information and guidance.
- Closing the achievement gap between disadvantaged pupils (those eligible for the pupil premium - ever6FSM (pupils who have been eligible for free school meals at any point in the last 6 years) and others is an important challenge to recognise and respond to. It is a high priority for Wiltshire and indeed the South West region as a whole. Wiltshire's performance at narrowing the achievement gap is behind national, regional and statistical neighbours and requires improvement in order to achieve better outcomes for all our pupils especially those at most risk of underachievement. There is a focus on the impact of the pupil premium and where gaps are widening or not closing quickly enough during Ofsted inspections.
- The latest published destinations measures for 2011 to 2012 show that as a county progression into education, employment or employment with training destinations following key stage 5 is only 77%, with 2% moving into an Apprenticeship. Progression at 18 presents a challenge hindered by

the lack of a physical Higher Education Institution within the county.

- From 2015, young people are required to participate in education, training or employment with training (ideally an Apprenticeship) until their 18th birthday; currently the requirement is for participation until the academic year in which they turn 17. A challenge remains to ensure that there is a sufficient breadth and quality of provision across this age range to ensure full participation.
- Tracking of young people has been and continues to present a challenge across the county and whilst the number of 'unknown' young people has decreased significantly more recently due to the implementation of successful tracking strategies, this needs to be sustained.
- There is a need for collaboration with partners to identify young people leaving education or training courses early and support them into suitable alternatives, ensuring that information about early leavers is communicated to the Local Authority, supporting tracking process and enabling early intervention to prevent NEET.
- Knowing the cohort is a further challenge including gaining a better understanding of the needs and aspirations of young people and those who are vulnerable and/or disengaged to include earlier identification.
- Improving outcomes for children, young people and families and reducing demand on statutory and specialist services through the implementation of the Wiltshire Children and Young People's Trust and Wiltshire Safeguarding Children Board.



- Joining up local services to work with troubled families to address family problems as a whole, with a focus on getting children back into schools and adults back on the path to work.
- Securing a mix and balance of provision for young people which offers a range of progression pathways, encourages realistic aspirations, reflects local economic priorities and converts more jobs without training into jobs with training or Apprenticeships.
- Responding to and implementing the Children and Families Act reforms which include a new approach to Special Educational Needs (SEN) and Disability with a focus on early help and holistic assessment.
- Responding to the whole system change of the education landscape including autonomous schools and a focus on improving standards. Including developing the Local Authority's strategic role as champion for parents, families and vulnerable pupils and promoting educational excellence by ensuring a good supply of high quality places, coordinating admission

and developing school improvement strategies to support local schools.

- There is an urgent need to raise the quality of Further Education (FE) provision to reach a consistent high standard across all campuses and to improve the condition of the FE estate in Wiltshire which is currently the 2nd poorest nationally.

Rurality

- Wiltshire is the 5th most rural county in the South West with approximately 40% of its population living in towns or villages with fewer than 5,000 people. The Census 2011 data shows that the population of Wiltshire as at 27th March 2011 was 471,000. This is an increase of 38,000 people or 8.8% from the 2001 Census, a rate of growth that is the highest of any of the rural counties in the South West region. Due to this rurality, transportation for all people of all ages presents a significant challenge, due not only in terms of the cost of accessing education, training or employment but also the logistics regarding public transport availability where car ownership may not be an option.



Our way of working

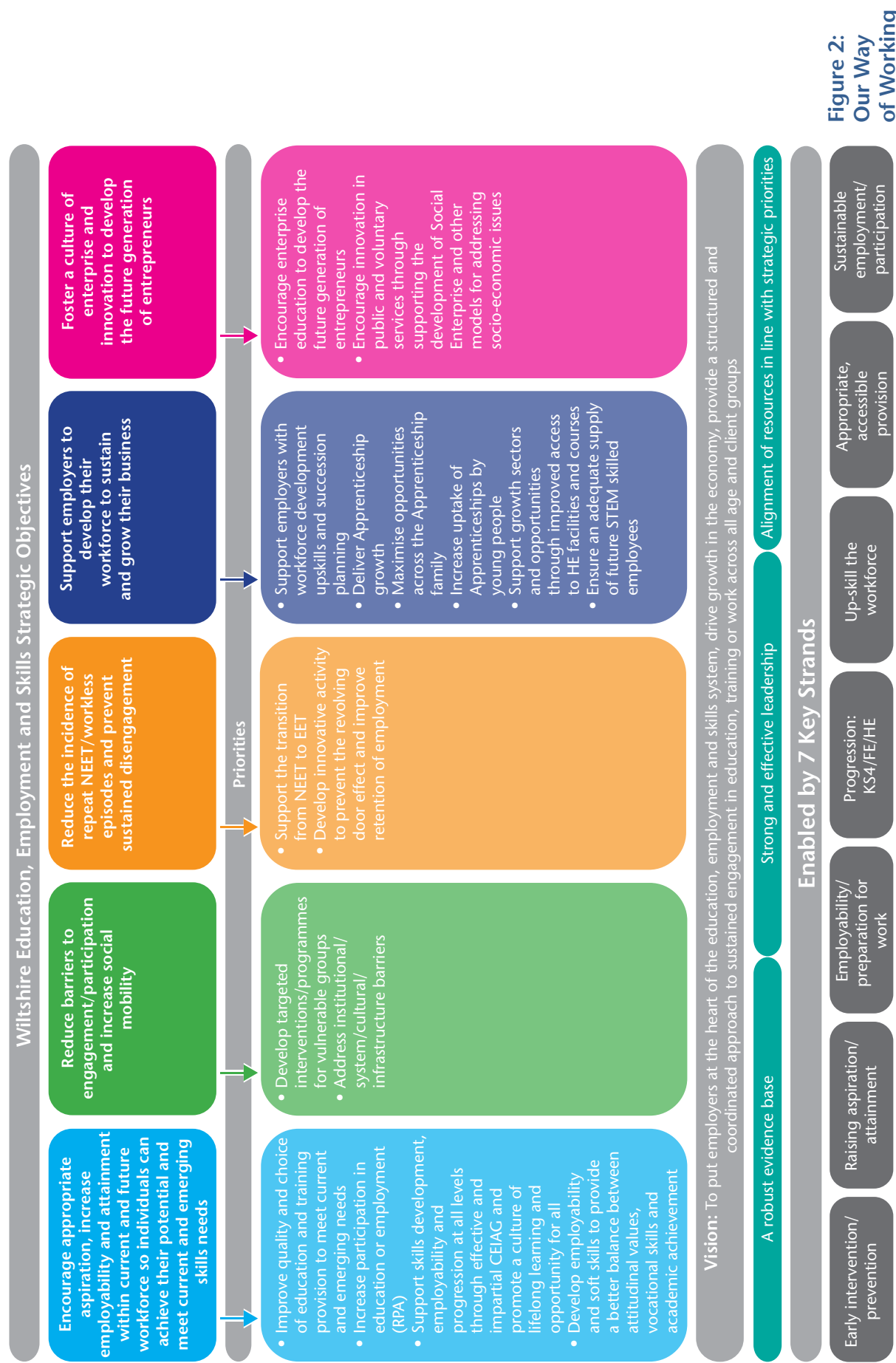


Figure 2:
Our Way
of Working

Key strands

We must take a holistic approach to meeting the various Education, Employment & Skills challenges identified. We have therefore identified 7 Key Strands which best describe our approach and which are identified in our way of working schematic figure 2.

These Key Strands are:

1. early intervention/prevention
2. raising aspiration and attainment
3. employability/preparation for work
4. progression opportunities from pre to post 16 and through to suitable provision for HE within Wiltshire
5. up-skill the work force
6. ensuring skills match employer/learner need through education and training provision that is appropriate and accessible
7. sustaining employment/participation.

Within our strategy we have identified 5 key objectives each with their own set of priorities and high level actions. Under the governance of the Wiltshire Education, Employment & Skills Board, these fall to the responsibility of both the Apprenticeship Growth Group and Learning & Working in Wiltshire Group which in turn have developed action plans for delivery against these priorities.

Strategic objectives

1

Encourage appropriate aspiration, increase employability and attainment within the current and future workforce so individuals can achieve their potential and meet current and emerging skills needs.

1.1

Improving the quality and choice of education and training provision to meet current and emerging needs.





The change in educational provision through academisation and the introduction of University Technical Colleges (UTC) and Free schools has, and will continue to, expand the choice of education provision across the county. We seek to establish new relationships with these providers going forward and ensure that provision meets employers' and learners' needs. Additionally, through this strategy we will work with providers to extend provision and choice in short term bridging interventions and introduce multiple entry points on courses and programmes.

The number of higher order jobs is forecast to increase in Wiltshire which will result in an increase in the number of jobs requiring minimum Level 4+ qualifications. There remains significant numbers of residents who hold no qualifications at all. This is an issue experienced across the ages and places school leavers in particular, ill prepared to meet the rising skills and qualification needs of employers. We will

ensure that education and training providers are working with industry to equip people to meet the current and emerging skills needs and ensure that qualifications are appropriate to intended career paths and have curricular relevance to the workforce.

It is unacceptable that there is such a gap between the life chances of children from disadvantaged backgrounds and other groups. Through this strategy we will secure better outcomes for those most disadvantaged for example care leavers, those with health problems and disabilities and we will ensure that provision meets the needs of those who face barriers and are most vulnerable to disengagement.

We will support approaches to raise the quality of FE provision to reach a consistent high standard across all campuses in Wiltshire. Furthermore, we will support approaches to improve the condition of the FE estate in Wiltshire (currently the 2nd poorest nationally).

1.2

Increasing participation in education or employment with training in line with Raising the Participation Age (RPA) legislation (phase 2, 2015).

Phase 2 of the RPA legislation takes effect from 2015 when young people will be required to participate in education, training or employment with training until their 18th birthday. Young people will continue to be engaged and targeted early, and actions implemented that will encourage and support progression through education for more young people.

We will continue to use the Risk of NEET indicator (RONI) developed during RPA preparation to engage and target support to young people early. We will develop an early intervention team approach in schools liaising with parents, guardians and other influences to encourage and support progression amongst more young people. This would bring additional support outside of the formal learning offered at school.

The spring term is a crucial point for year 11 school leavers and many require support to make the transition to further education, training or employment, we will improve the transition support for year 11 students especially over the summer to ensure post-16 engagement for young people in danger of becoming NEET.

We will work to develop a personalised offer of personal and social development and key work support from the Spring until August and again in the winter for those who don't end up in college or drop out quickly but aren't identified for months when it becomes much

harder to engage them. We will also build on the established links between schools and FE to support the transition to college and improve retention. Furthermore we will support schools, FE and employer linkage to improve the tracking of the transition from education to employment.

Partnership processes established during RPA preparation will be developed to pick up those who drop out post 16 and focus on moving on those who complete one year courses. This will ensure that they continue to participate in line with the second phase of RPA legislation.

Wiltshire's young people are still disproportionately represented amongst the Job Seekers Allowance (JSA) claimant count. Through this strategy we will develop a targeted offer for 18 year old NEETs to move into employment or training.

Supporting children and young people to progress well, achieve educationally and successfully access education, employment or training opportunities is key to keeping them safe from harm. Young people who are not in education, employment or training are more likely to be at risk of harm, including for example child sexual exploitation. In addition, evidence shows that more vulnerable children and young people including those 'looked after', care leavers and those with special educational needs and disabilities are more likely to be at risk of becoming NEET. Through this strategy we seek to increase the participation of children and young people in education, employment or training and therefore improve safeguarding through a stronger focus on prevention, early intervention and targeted work to meet the particular needs of vulnerable groups.



1.3

Support the delivery of effective and impartial Careers Education, Information and Guidance (CEIAG) and support skills development at all levels to ensure employability, sustainability, careers progression and promote a culture of continuous development and lifelong learning for all.

Modern careers guidance is as much about inspiration and aspiration as it is about advice. Sustained and varied contacts with employer networks, FE colleges, HE institutions, mentors, coaches, alumni or other high achieving individuals can motivate pupils to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.

New statutory careers guidance and inspiration for schools was published in April 2014 to help schools understand their duties in relation to the careers guidance they give to students.

Through this strategy we will ensure that

CEIAG is delivered across the ages using more experiential techniques. We will develop career learning to actively get professionals, young people and parents working together to explore and understand the career landscape. We will develop smarter pathways to employment as the pathways to some industries are not obvious, single entity pathways are a thing of the past, today the routes a person can take are more varied and not always clear enough or promoted enough. We will embed Apprenticeships, self employment and STEM careers in CEIAG and work with local employers to up-skill the CEIAG teachers/advisors to ensure their knowledge of industry developments is as fresh as is practically possible.

We will develop approaches to broaden horizons, retrain, re-skill and up-skill, identifying transferrable skills and alternative occupations. We seek to realise the potential of people trapped in low wage work through training and advice to help them develop appropriate aspiration, achieve progression, independence and resilience in the workplace and support

them into productive employment which is higher paid. Additionally we will realise the potential of older workers by supporting them to either remain in or return to the labour market. We will support the current and future workforce by raising aspiration where there is potential to progress from a Level 2 to Level 3 qualification and in turn from Level 3 to Level 4.

Working with the Employment and Enterprise workstream of the Military Civilian Integration Partnership (MCI) we will support the implementation of activities to ensure effective career transition for military personnel leaving the army (8,000 expected over the course of the next 4 to 5 years) and their spouses.

1.4

Develop employability and soft skills to provide a better balance and focus between attitudinal values, vocational skills and academic achievement.

Employers will almost always look for employability when recruiting new employees, we will support young people to develop a core set of employability and informal skills and gain the right experience to best prepare them for the world of work and ensure a successful transition from school to further education, training or work and ultimately adulthood. A priority remains to support earlier education and business liaison and develop a stronger vocational training offer to provide routes into our priority sectors. Furthermore, by encouraging employers to become part of school governing bodies we will help to bridge the gap between education and employment. It is possible to turn jobs into careers, we will encourage people to realise this and that attitude to work can open up doors to developing your career.

Volunteering can offer a highly valuable opportunity to acquire training, develop skills and can provide a productive route towards future employment. We will raise the value and quality of these opportunities and support the voluntary and community sector to extend the range of opportunities available to those who would like to volunteer.

Similarly work experience can provide a valuable opportunity for people to broaden their horizons, gain real world insight and develop their knowledge of how business works. Work experience is no longer statutory at Key Stage 4 but there is an increasing onus on providers post 16 to ensure work experience is incorporated into post 16 study programmes. There is no longer a county wide coordinated approach to work experience and employers are often being approached by multiple institutions to provide work experience placements. We intend to address this gap through this strategy.

2

Reduce barriers to engagement/ participation and increase social mobility.

2.1

Develop targeted interventions/ programmes for vulnerable groups.

Low confidence and self esteem is a significant issue within the cohort of vulnerable groups often displayed in a variety of challenging behaviours and can and does effect young people's progression into Education,



Employment or Training (EET) post 16 and social mobility amongst other age groups. We will develop programmes to support people's personal development and individual resilience resulting in more sustained transitions. We will apply a particular focus to education, employment and training for those furthest from the labour market due to vulnerabilities or social exclusion, including but not limited to NEET, care leavers, teenage parents, those who are home schooled, those with learning difficulties and disabilities, those suffering from mental health and physical health issues.

Positive aspirations are crucial for young people's future success; what people aspire to do as a child is linked to what they do later in life, and low aspirations lead to poor academic attainment and professional achievement. For many young people an 'aspirations-attainment gap' is caused by a lack of information about how they can realise their ambitions, by too few role models and a lack of contact with adults in professional roles. Through this strategy we will explore developing a peer role model/mentor network of inspirational people who have successfully overcome significant barriers and are willing to share their stories and experiences with others.

Social Impact Bonds (SIBs) are designed to help reform public service delivery. SIBs improve the social outcomes of publicly funded services by making funding conditional on achieving results. Investors pay for the project at the start, and then receive payments based on the results achieved by the project. We will explore the establishment of a 'NEET Prevention Social Impact Bond'. This would involve a consortium of providers coming together to deliver early intervention to young people who are at risk of becoming NEET, targeting vulnerable groups and areas with high levels of deprivation.

Wiltshire Council has made significant progress in reducing the number of young people whose particular status is 'Unknown' amongst the 16-18 cohort but further improvement is required through a more robust tracking process.

We will be working with the Virtual School to improve EET opportunities for care leavers and developing the Aspire Centre and programme, whilst also working with the Youth Offending team to help young offenders and those leaving custody.

Additionally there are a higher number of young people over the age of 18 who are 'invisible' to the labour market. We seek to

explore ways of identifying and engaging these people who are not accessing services, engaging in provision or claiming benefits.

Specific activity will also be undertaken to engage vulnerable groups and increase participation for groups facing significant personal and employment barriers including but not limited to those with long term and enduring mental health issues, those suffering from physical disabilities and ill health, those with caring responsibilities, those with learning difficulties and disabilities, ex-offenders, looked after children and children in care and teenage parents.

The SEN Reform has brought about significant changes which will take effect from 2014 including a new code of practice. Through this strategy we will assist young people with SEND to prepare for employment and sustain varying levels of paid employment with local employers including Apprenticeships. We will also develop a Supported Internship programme for young people with severe learning difficulties and/or disabilities aged 16-24.

This strategy seeks to support the government's 'Troubled Families' programme which commits to supporting 120,000 troubled families in England turn their lives around by 2015. Within the programme, local authorities and partners alongside government will work to: get children back into school, reduce youth crime and anti-social behaviour, put adults on the path back to work and reduce the high costs these families place on the public sector each year.

In Wiltshire, the numbers of those on JSA is falling rapidly however a high proportion of residents claim Employment and Support

Allowance, and Income Support. Through this strategy we will look to implement activities which will support this cohort to access opportunities to improve their position in society.

2.2

Address institutional/system/cultural infrastructure barriers.

Wiltshire is the 5th most rural county in the South West covering an area of 3,485km² with approximately 40% of its population living in towns or villages with fewer than 5,000 people. It is not surprising that transport is a key barrier to EET (length of journey, availability and costs of public transport, costs of car ownership etc). The transport barrier in very rural parts of the county reduces opportunities as the cost of travel is high and routes between villages and towns are being reduced. We aim to develop ways to overcome the challenges associated with Wiltshire's rurality which hamper delivery.

Childcare also provides a significant barrier in several respects:

- The availability of childcare both before and after school, the limited availability in some areas is too small to make it viable.
- Availability of weekend and very late/very early opening childcare across the county.
- Costs of childcare present a barrier.

We aim to develop and implement ways to overcome these barriers and support childcare provision to offer a high quality experience for children whose parents rely on childcare during the early years of their children's development.

3

Reduce the incidence of repeat NEET/Workless episodes and prevent sustained disengagement.

3.1

Support the transition from NEET to EET.

Youth unemployment is a particular concern for the SWLEP area and employment opportunities for those under 25 years old have been limited due to competition from more experienced workers released into the labour market as the economy has restructured. There is a core of young people who are leaving learning without the skills and qualifications which enable

them to fill the jobs on offer. We will seek to understand more about the causes of NEET and the barriers to participation and provide a plan to address these.

Provision exists within Wiltshire to help NEET young people move on into EET. This strategy will look to ensure that referral processes are followed correctly and the most appropriate referral is made in the first place.

We will look at improving the targeting of services to support young people who are NEET or at risk of becoming so and with local services, using local intelligence more effectively to concentrate on geographical hot spots. We will work with partners to review how we make the best of local resources to support young people who are NEET or at risk of being so to re-engage in EET.



3.2

Develop innovative activity to prevent the 'revolving door' effect and improve retention of employment.

Government-led initiatives to help unemployed people find work are having an impact however many people still do not stay in work once they have found it and more needs to be done to address the problems faced by jobseekers who are caught in a cycle between work and benefits. Some people experience difficulty staying in work resulting in a high number of repeat claimants. One way to increase the sustainability of employment is to help people improve their skills, so that they can progress from short-term, entry-level jobs to better jobs. Under 18s will quite often cycle between NEET and short engagement programmes, or do not sustain their place on an education or training course. Through this strategy we will understand more about the difficulties of sustaining participation in provision/learning or work. We will identify why things are not working for certain individuals/groups and pinpoint what the levers for change are. We will provide in-work support to enable people to keep a job in the early stages of transition to work and a focus on career advancement thereafter.

People with disabilities make up a large proportion of the JSA claimant group; we will improve the information for vulnerable groups such as those with learning difficulties and disabilities on their employment rights, available support, adaptations and technology support. To effectively help people gain and sustain employment, local partnership working is required. Wiltshire has a strong history of effective partnership working but more can

be done. We will improve links between Job centres, employers and niche providers/ specialist support services e.g. Mindful Employer, IAPT promotion of Access to Work. These links will focus on raising awareness and challenging the attitudes to those facing significant employment and personal barriers.





4

Support employers to develop their workforce to sustain and grow their business.

4.1

Support employers with workforce development, up-skilling and succession planning.

The jobs market across the UK is set to change considerably bringing with it a complexity in the skills needed for the economy. Wiltshire has a large proportion of SMEs the majority of which are micro businesses and it is projected that there will be a decline in the number of low skilled jobs and an increase in the number of jobs which require a higher level

of qualification. It is anticipated that by 2020 about 65% of the increase in expansion will require Level 4+ qualifications. Only 18.3% of 20-24 year olds in Wiltshire are qualified to Level 4/5 compared with the England and Wales average of 25.5%. Similarly, only 37.3% of 25-29 year olds in Wiltshire are qualified to Level 4/5 compared with the England and Wales average of 41.9%.

There are many reasons why skills training of the workforce can benefit employers, from staff retention to commercial survival. Through this strategy we will raise the profile of the benefits of skills training amongst employers and persuade companies of the bottom line business benefits of investing in training and development. We will:

- support business leaders and management teams with leadership and management skills to support growth

- support employers to identify their employment and skill needs and understand the landscape of provision and support available
- ensure communication to employers is accessible, in a simple format, easy to understand and to the point
- support employers to recognise transferrable skills and ensure maximisation of skills utilisation
- support employers with talent management and staff retention
- promote to employers the benefits of a diverse and mixed age workforce
- apply a focus on sectors with skills shortage vacancies and 'hard to fill' vacancies
- improve sector appeal.

4.2

Deliver Apprenticeship growth

Apprenticeships are central to the Government's drive to develop the skilled workforce employers need to grow and compete. Government has prioritised Apprenticeship growth with significant funding in recent years and committed more than £1.5bn in this current financial year. Through this strategy we will raise the profile of Apprenticeships, and address negative stereotypes and outdated perceptions. We will enable employers to recognise the benefits of Apprenticeships in meeting current and future needs to support Wiltshire's economic growth priorities. We will also work with schools to support them to recognise the potential Apprenticeships hold for supporting the broad range of occupational areas commonly found in schools.



Apprenticeship reform will radically change the way Apprenticeships are delivered putting employers in the driving seat. It aims to ensure Apprenticeships are more rigorous and responsive to the needs of employers following The Richard Review of Apprenticeships (2012). The objective is to give the purchasing power back to employers for them to design and commission their own training solutions. This strategy will support employers and providers with the implementation of these reform measures. An extra £85m was announced in the Government's Autumn Statement for both of the next two years to extend the Apprenticeship Grant for Employers, an initiative that helps approved employers take on apprentices. We will support employers locally to maximise this and use all available funding for apprenticeships to develop collaborative approaches and innovative ways to support growth needs.

Apprenticeships provide the key to growing a skilled workforce for Wiltshire and therefore are a key priority for the Education, Employment and Skills priorities, the strategy will:

- encourage and support more employers to develop Apprenticeship programmes
- encourage and support employers with graduate schemes or those who recruit through large scale agency work to consider developing Apprenticeship programmes
- support providers with employer engagement to ensure Apprenticeships are employer and learner focused and driven
- develop collaborative specialised support to enable SMEs and micro businesses to engage more fully with Apprenticeships via Wiltshire Business Support Service, IMPRESS, FSB and NAS.

The Voluntary and Community Sector (VCS) currently lags behind other sectors in providing Apprenticeships, but employers have reported that they produce a highly skilled, motivated and productive workforce, which in turn can make an organisation more sustainable, and improve its chances of successful income generation activities. Apprenticeships offer many other important benefits for third sector employers in this difficult economic climate. They can provide an organisation's workforce with the skills it needs because the training involved develops skills specifically designed around an employer's needs – both for new recruits and existing employees – which in turn can improve employee retention rates and reduce training costs. Within the past 12 months 3 Apprenticeship frameworks relevant to VCS activities were launched; campaigning, fund raising and volunteer management. Through this strategy we will develop the capacity of the Voluntary and Community Sector (VCS) as an employer and support them to engage in Apprenticeships.

4.3

Maximise Apprenticeship opportunities across the entire Apprenticeship family.

In September 2013, Traineeships were introduced to the Apprenticeship family. They provide a stepping stone to Apprenticeships for young people aged 16-24 who are not quite ready for an Apprenticeship but who are committed to work or the prospect of it, who haven't yet achieved a full level 2.

Opportunities exist to progress through the Apprenticeship route from Traineeships all the way through to Higher Apprenticeships and we



will maximise this progression potential. We will maximise Apprenticeship and Traineeship opportunities, particularly 16-24 and support progression from Traineeship to Apprenticeship.

Higher level Apprenticeships can play an important role in overcoming Wiltshire's higher level skills challenge at level 4+ we will increase the number of higher level Apprenticeships and link to growth in priority sectors, forecast jobs growth and align with the delivery of the City Deal. In order to do this we will influence and develop the capacity of the provider base to deliver Higher Apprenticeships.

4.4

Increase uptake of Apprenticeships by young people.

Increasing Apprenticeship uptake by 16-18 year olds remains a key priority nationally so we are to expect further policy announcements in support of this. Also in the Autumn Statement was an announcement that £10m additional money will go to Job Centres to help 16 and 17 year olds find Apprenticeships and Traineeships. This money will be delivered 'in partnership with Local Authorities' with further details expected to be published.

There has recently been a decline in the number of Apprenticeship starts following a rapid period of expansion and through this strategy we will conduct further research into why this is the case for 16-18 year olds especially. Despite the fact that in recent years Apprenticeships have been the focus of a national marketing campaign by the Skills Funding agency, we need to raise the profile of Apprenticeships locally and in doing so address negative stereotypes and outdated perceptions.

Careers Guidance for schools published by the DfE in April 2014 set out the requirement for Schools to ensure that Apprenticeships are included in the impartial advice and guidance given to young people about their choices and that they are given parity of esteem with other more traditional qualifications and Apprenticeships as an equally high calibre and demanding route into employment and higher education.

The Apprenticeship message and the progression through the Apprenticeship family will be embedded through CEIAG activities within this strategy and through liaison with parents, guardians and other influences to encourage young people to consider the Apprenticeship route.

A growing number of Wiltshire's primary and secondary schools are expressing interest in or have already introduced Apprenticeships to their workforce. Apprenticeships hold great potential for supporting the broad range of occupational areas commonly found in schools including ICT, Business Administration, HR, Finance, Facilities Management, Grounds Maintenance, Construction, Teaching Assistants, Lab Technicians and many more. The employment of apprentices in schools is a fantastic way for schools to role model to pupils the benefits of Apprenticeships. We will continue to encourage and support the employment of apprentices in schools.

In recent years the quality of Apprenticeships has been subject to much scrutiny, we will work with employers and training providers to raise the quality of Apprenticeships and reduce the number of Apprenticeships of less than 30 hours a week, striving to increase the average weekly wage in line with the average.

4.5

Improve access to HE facilities and courses which support growth sectors and opportunities.

The Swindon and Wiltshire Local Enterprise Partnership (SWLEP) has identified the need to invest in FE and HE, this strategy will support the delivery of the Swindon & Wiltshire City Deal to establish a clear and stand alone private sector led HE offer for the SWLEP area to meet the area's higher skills challenge (Level 4+). In doing so, we aim to retain Wiltshire's home grown talent who have in the past had to leave Wiltshire in order to pursue their HE ambitions.

Through improving access to HE facilities we will encourage progression from Level 3 to Level 4 and grow higher level skills across the whole working age population particularly level 4 and above. We will also generate a new group of learners (perhaps with a vocational partiality) that could be inspired to progress to HE who might not otherwise consider learning at higher levels as an option, or who may be discouraged by social, cultural, economic or institutional barriers.

4.6

Ensure an adequate supply of future STEM skilled employees.

There is already a shortage of STEM skills in the UK workforce with 42% of employers reporting difficulties in recruiting STEM proficient staff and there is a concern that a gap exists between what is provided by STEM education and what is required by industry. STEM education plays a vital role in equipping young people with the knowledge and skills needed to participate in and contribute to society.



According to the Swindon and Wiltshire Economic Assessment 2013, the continuing shift in the occupational profile of the accommodation and food sector in the area over the course of the decade towards higher-order occupational groups will have a significant impact on the required qualifications profile of the workforce. There is a need to ensure that there is sufficient STEM qualified staff for the agricultural sector, in order to fully utilise new biotechnologies, such as GM crops. The defence industry requires STEM graduates, which are in short supply across the country while the number of STEM graduates has risen it has not kept pace with the increase in demand. The low carbon sector will also be competing for high-quality STEM graduates over the next few decades.

Through this strategy we will raise the profile and appeal of STEM industries facing skills shortages. We will support earlier intervention in the education process and sustainable STEM development in teaching/CEIAG to encourage children and young people to see the myriad of opportunities that STEM subjects can create.

There are already STEM activities in place and through this strategy we will inspire the next generation of STEM recruits by facilitating challenging interactive STEM related education and training experiences, 'have a go' activities, role model visits to schools and colleges and visits by students to employer premises.

UTCs are government funded 14-18 schools that teach technical and scientific subjects in a new way delivering a curriculum jointly planned by employers and universities and including a dedicated proportion of time to technical training. Two UTCs will be opening shortly in the SWLEP area with STEM focus and we will work to extend more widely the benefits of these institutions by developing a collective STEM agenda - a SWLEP wide collective strategy on STEM with all education and training providers who have a STEM focus collaborating with the FE colleges, UTCs and HEIs. Women and ethnic minorities are under-represented when it comes to STEM careers; we will engage with and raise the profile of STEM careers with these groups.

5

Foster a culture of innovation and entrepreneurship within the future workforce.

5.1

Encourage enterprise education to develop the future generation of entrepreneurs.

Entrepreneurs make a considerable contribution to the UK economy and society. New and existing SMEs help drive economic growth by raising competition and stimulating innovation. The Government is committed to fostering an entrepreneurial culture as part of its strategy for growth. In June 2014 Lord Young published his report *Enterprise For All* which reviewed Enterprise Education. Lord Young's report contained a number of recommendations on how we can create a life long experience of enterprise in education which is captive, continuous and coherent.

The experience of enterprise through education is key to addressing inequalities for example in access to information around enterprise which some young people may get from family who are already involved in enterprise activities. It helps give people the knowledge and awareness of what it means to run a business and the skills they will need in order to pursue new opportunities. Enterprise supports the development of a wide range of work and professional skills and promotes the notion of starting your own business as a positive, challenging and rewarding experience.

Through this strategy we will facilitate earlier engagement with the education system and

collaboration between education and business and embed entrepreneurship and innovation in teaching/CEIAG to encourage entrepreneurial mindsets and stimulate ambition. We will incorporate innovation and entrepreneurship into education and training by offering activities that will challenge, acknowledge and generate ideas and opportunities for young people to learning from leading business minds, social entrepreneurs and innovative companies in the local area.

To further support this we will develop a Young Entrepreneurs Schools Programme e.g. 'Becoming Your Own Boss' seminars, Business Breakfasts/networking opportunities, specialist business advice e.g. patents, trademarks, pitching dens and opportunities to take viable ideas to development, test and market.

Furthermore, we will work to support the Employment and Enterprise work stream of the MCI Partnership the purpose for whom is to support the employment and enterprise aspirations of Service leavers and military spouses to assist them in their choices of employment, start up and/or growing your own business.

5.2

Encourage innovation in public and voluntary services through supporting the development of Social Enterprise and other models for addressing socio-economic issues.

Social enterprises are businesses that trade to tackle social problems, improve communities, people's life chances, or the environment. They make their money from selling goods and services in the open market, but they reinvest their profits back into the business or the local community. We will support more local charities and social enterprises to access the

business support offer to include assistance with investment readiness, mentoring, business planning, access to loans and other investment products and enable them to start-up, scale-up, develop assets and grow. We will explore the development of a Local Impact Fund to develop the capability of local charities and social enterprises to deliver commissioned services.

We will encourage and enable community areas via Area Boards to develop and shape their own local strategies for supporting education, employment and skills priorities so they can tailor a local response which reflects the needs of their neighbourhoods.

Social Impact Bonds improve the social outcomes of publicly funded services by making funding conditional on achieving results. Through this strategy we will secure a better understanding and evidence base for

the impact of public and voluntary services on improving education, employment and training outcomes. We will explore the development of a Social Impact Bond model to support innovation in public and voluntary services and develop new approaches to promoting inclusion.

The term 'social exclusion' is generally used to broaden the notion that disadvantage can cover a wider range of factors other than 'just' low income. Poverty, disability, ill-health are just a few of the issues leading to social exclusion and studies have shown that children from economically deprived families are more likely to be socially excluded as adults. Through this strategy, we will research and explore effective, innovative platforms to tackling social exclusion issues.



Appendix One

SWOT Analysis as at 20 August 2014

SWOT Analysis

	Strengths	Weaknesses
Economy	<p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <ul style="list-style-type: none"> At the end of 2010 there were 19,665 VAT/PAYE registered businesses in Wiltshire. Wiltshire had 1,775 new businesses in 2010, a rise of 3.5% from 2009 (South West -0.6%, England 0.7%). The South West has the highest proportion of employees in micro, small and medium businesses in England and one of the lowest proportions employed by large firms. <p>According to the HE for Wiltshire – Potential Demand report:</p> <ul style="list-style-type: none"> There is good evidence that Wiltshire has managed to weather the ‘recession storm’. The economic industry structure of Wiltshire is not that dissimilar to that of England & Wales in spite of its rurality. <p>According to the HE for Wiltshire – Potential Demand report, the HESA survey of graduates’ destinations shows that:</p> <ul style="list-style-type: none"> In 2009 80% of British graduates moved away from their place of residence in order to enter employment. Despite Wiltshire being a rural county, nearly 34% of its university students leavers returned to work in Wiltshire not long after graduation. Moreover, there has been an upward trend since 2006/07 (data not available prior to these years) with the 2010/11 figure at almost 36%. 	<p>According to the HE for Wiltshire – Potential Demand report:</p> <ul style="list-style-type: none"> In relation to per capita Gross Value Added (GVA) Wiltshire is ranked 180th. The trend for the Wiltshire economy mirrors that of England although it dipped slightly more than the national average during the peak of the recession. <p>Whilst wages in Wiltshire are low, house prices remain above average making it more of a challenge for first time buyers and young people to get on the property ladder. In addition high rental prices are also an issue for young people to afford to rent which may prove a barrier to them staying or relocating to Wiltshire.</p> <p>According to the Reducing Child Poverty Strategy 2014-20 (consultation draft, April 2014) shows that of the 285 Lower Super Output Areas (LSOAs) in Wiltshire, 14 have numbers of children living in poverty which are more than 2 standard deviations above the Wiltshire average of 11.4% (Trowbridge John of Gaunt - Studley Green, Melksham North - north east, Calne Abberd – south, Amesbury East - north central, Chippenham Queens – east, Salisbury St Martin – central, Trowbridge Drynham - Lower Studley, Chippenham Audley – south, Melksham North - south west, Chippenham Hill Rise - north west, Salisbury Bemerton – south, Wootton Bassett North – central, Salisbury Bemerton – west, Westbury Ham – west). This means that in certain LSOAs the percentage of children living in poverty ranges from 26.9% to 46.1%. Ten LSOAs have over 30% of children living in poverty, an increase of one extra LSOA in Wiltshire with this high percentage of children living in poverty when compared to 2008.</p>
Employment	<p>According to NOMIS, official labour market statistics:</p> <ul style="list-style-type: none"> Wiltshire’s employment rate remains above the national average (77% at March 2014 compared with 71.7% nationally). Wiltshire has low rates of unemployment (4.8% of the Wiltshire workforce (11,300 people) is unemployed compared with 7.2% nationally as at March 2014. 1.1% JSA claimant count (July 2014) compared with 2.4% nationally. On either measure, unemployment in Wiltshire has remained consistently below the national average. Wiltshire has a far smaller residual core of long term unemployed people whose skills and qualifications are failing to equip them to meet employers’ skills needs than the national average. <p>There have been a number of successful employment schemes to support young people to enter work and training. Addressing youth unemployment and long term unemployment for the over 50s, as well as the hardening of unemployment generally experienced as a result of the recession were key priorities for the Wiltshire Employment & Skills Board in recent years.</p> <p>We have a team of professionally qualified workers in the Integrated Youth Service Personal Adviser Team who are skilled in developing soft skills and preparation for world of work. Within the Council’s Employment & Skills Team we have a couple of professionally qualified Employment Support Workers working with the recently employed aged 16+ in-work support to help them sustain their employment and develop/advance their careers. Project IMPRESS provides support for employees to help them sustain employment and develop their careers through addressing personal and employment barriers. Wiltshire Employment Support Team (WEST) Job Coaches assist young people with SEND to find and sustain varying levels of paid employment with local employers. WEST support is available to young people aged between 14 to 25 with a statement of Special Education Need (SEN) or previous statement with autistic spectrum condition aged between 16 and 25. The Wiltshire Skills 4 Success programme run by the Employment & Skills Team aimed at supporting young people make a successful transition from primary to secondary education and from secondary education to FE/HE, employment or training has</p>	<p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <ul style="list-style-type: none"> Residents’ pay rates in Wiltshire are 7% lower than the national average and in-work poverty is becoming a real issue. Similarly, workplace pay rates are below the national average, with those working in Wiltshire only earning 89% of the average across England. The gross weekly pay for men has fallen by £21.20 in Wiltshire compared with a rise of £11.10 across England. Overall, total pay has declined by £7.50 per week in Wiltshire. In England it has risen by £16 per week. Data on pay levels and commuting flows indicates that the outward commuting of higher skilled workers from Wiltshire has long been a feature of the economy. <p>Future of the UK Labour Market Joseph Rowntree Foundation, January 2014:</p> <ul style="list-style-type: none"> The UK has a large number of low-paid, low-skilled jobs compared to other developed countries. People working in these jobs are more likely to face insecurity and less likely to receive training, hampering their chances of progressing. <p>Ongoing reductions in universal services budgets have seen a significant reduction in the resources available to support young people e.g. approx 60% reduction in former connexions budget in last 3 years.</p> <p>According to Wiltshire’s Diverse Communities – Results from the Census 2011, around 11,700 people (aged 3 and over) living in Wiltshire did not speak English as their main language. Around 2,000 either could not speak English well or could not speak it at all.</p> <p>According to NOMIS, official labour market statistics, 69% (11,129) of the total Black and Minority Ethnic (BME) population are of working age (16-74), which is 3% of the total economically active population. However, the unemployment rate for the BME population is very high at 7%, when compared to the white population, which is 3% as well as the overall unemployment rate which is also 3%.</p>

	<p>been very well received by schools, the College and local employers with well over 1200 young people supported to date and over 200 organisations engaged.</p> <p>Project IMPRESS offers eligible employers free access to specialist employment skills to retain, develop and grow their workforce including:</p> <ul style="list-style-type: none"> • Human Resources advice and guidance • Recruitment and induction support • Workforce development and up-skilling support • Future workforce needs planning • Employee engagement and staff retention support • Overall encouragement with good employment practice • Conflict management support <p>In addition to the more individually tailored offer outlined above, eligible employers are able to benefit from a series of workshops and seminars/master classes to help develop their own capacity and skills to provide high quality in-work support as an essential component of an organisation's drive to support staff retention, workforce development and ultimately business growth. The IMPRESS offer to employers is targeted at those who don't have this type of in-house capability.</p> <p>Wiltshire 100 is our direct engagement programme with businesses identified as of strategic importance to the economy. In face to face meetings with senior decision makers, the key issues and opportunities facing each business are discussed; this invariably includes workforce development. Intelligence is gathered on areas including: skills shortages or recruitment difficulties; strength/weakness of the local labour force; links to schools/colleges/Universities, and whether Apprenticeships are used or would be considered. The Wiltshire 100 Manager liaises closely with key agencies such as DWP and the National Apprenticeship Service to agree a joint approach with specific employers.</p> <p>The Richmond vocational service is available for those with Mental Health issues.</p>	
Education, Skills & Training	<p>According to Department for Education data:</p> <ul style="list-style-type: none"> • More Wiltshire students are achieving the top grades of A* to B which will help them to secure their first choice university placements. • 2013 results show 25 percent more students are achieving three or more A levels than in 2012. • Average A-Level point scores for Wiltshire have increased this year by 33.2 points to 809. Nationally the figure for 2012 was 754 showing that students are, on average, achieving higher results than last year and likely to be well above nationally. • At A level, attainment in Wiltshire is well above average and students are more likely than average to study the 'facilitating' subjects required of the Russell group of universities. • Wiltshire has a higher proportion of graduates (36.5%) than the national average (34.2%) and lower proportions of people qualified to below Level 2. • Wiltshire has a slightly higher rate of university participation amongst young people than the national average (36% compared to 35%). • In 2013, 85% of Wiltshire learners achieved level 2 by age 19 • 59% of Wiltshire learners achieved level 3 by age 19 (above regional and national) +4% and 3% respectively. • The FSM attainment gap at level 2 continues to decrease and in 2013 was 19% which was lower than the previous year • At Level 3 the FSM gap continues to decrease and at 28% in 2013 is 6% lower than 2011 • The number of learners not achieving English and Maths A*-C by aged 16 continues to decrease • L2 achievement by 16 is improving and L2 by 16 including English and mathematics, Wiltshire (63%) is in line with national and regional figures • The achievement of a Level 2 qualification with English and Maths by the age of 19 continues to increase and in 2013 was 65% and in line with regional, national and SN figures 	<p>The lack of effective Information, Advice and Guidance in schools has been highlighted nationally by OFSTED as a concern since the responsibility for careers moved to schools from the Local Authority (Going in the Right Direction? – OFSTED, Sept 2013 Ref NO 130114) which could impact on the choices and options being made available to young people in Wiltshire schools, especially as there is no co-ordinated approach.</p> <p>'September Guarantee' performance poor.</p> <p>According to Department for Education data:</p> <ul style="list-style-type: none"> • First destination data of Year 11 pupils (16 year olds) shows that Wiltshire is a long way towards achieving Raising Participation Age targets (this is likely to be a data issue linked to the high number of unknowns). • Qualification Success Rates (QSR) for SSF (published for the first time October 2013) show that the average overall QSR for 2011-12 for all Wiltshire 6th Forms was 80% this is 2% below the national success rate bench mark. • The achievement of a level 3 qualification by 19 is increasing at a slow rate • Key Stage 4 achievement for vulnerable groups particularly those in receipt of Free School Meals is already a priority and there needs to continue to be a real focus on improving this given the strong correlation with NEET and poor outcomes long term. <p>According to the most recent Monthly LA Participation Digest:</p> <ul style="list-style-type: none"> • Of the vulnerable groups participation at academic age 16 & 17 in May 2014 was lowest amongst pregnant teenagers (17.6%) teenage mothers (21.2%), young carers (29.5%) and those supervised by Youth Offending Teams (47.6%). <p>In 2012/13 of the EFA funded 16-18 students attending Wiltshire school sixth forms, 34.8% were in Ofsted</p>

- The attainment of a level 2 qualification by 19 for those students eligible for FSM continues to increase and in 2013 was 67% in line with regional and SN figures but lower than national.
- The attainment of level 2 in English and Maths at 19 for those who had not achieved at 16 continues to increase and in 2013 was 19.3%, higher than national, regional and SN figures
- In 2012, all Wiltshire providers met the post 16 minimum standards for both vocational and academic measures
- Post 16 in year retention rates were 95.1%

According to the Apprenticeships MI Report for Wiltshire Quarter 4 2012/13:

- Significant Apprenticeship growth has been achieved in Wiltshire with a 329% increase in Apprenticeship starts between 2005/06 and 2011/12.
- There were 5,330 Apprenticeship starts in 2011/12, the highest yet recorded for Wiltshire and growth has outstripped national performance. Far higher proportions of apprentices were aged 19-24 (37.5%) in 2011/12, which was more than the average (31.0%), although this proportion went down slightly to 36.2% in 2012/13.
- Apprenticeship success rates across all age bands have been consistently higher in Wiltshire than regionally and nationally.

Wiltshire Council are working jointly with the National Apprenticeship Service to develop the Apprenticeship Ambassador programme, aimed at training a designated member of staff in each school to be 'expert' in giving information and advice around Apprenticeships, the application process and linking with employers or training providers to attend specific events in school. We currently have 20 Apprenticeship Ambassador's within Wiltshire's schools.

The Your Choices website www.wiltshirechoices.org.uk has been refreshed and includes a page dedicated to Apprenticeships and Traineeships, and will be promoted through leaflets and booklets which will be sent to schools via the Your Choices theatre tour which is now in its 4th year of touring all secondary schools with the "Choices" production. This engaging production portrays the full range of options available to young people.

The use of RONI (Risk of NEET indicator) in schools identifies the risk of each student becoming NEET after they leave school. RONI will support schools to prepare for the Raising of the Participation Age by indentifying and monitoring those who may need additional support to progress successfully into post-16 learning.

Under Wiltshire Skills 4 Success, Enterprise Days are supporting young people that are currently in education (Year 10 upwards) as well as those currently NEET up to 24 years old. The National Apprenticeship Service, National Careers Service, other key agencies and education and training providers are all invited to showcase their offers to young people. Inspiring 'mentors' from business are supporting Year 11 students and young people, up to 24 years old (including those in education, those that are at risk of becoming NEET and those that are NEET). The aim of this is to develop aspiration, a desire for achievement and offer an insight into the world of work. More intensive support is available to eligible young people through Key Worker Support and Individual Resilience Training. These aspects of the programme are delivered by Community First (Youth Action Wiltshire) and are targeting a minimum combined total of 300 vulnerable young people (16-24). Both offers ensure that young people will engage in a suitable progression opportunity for them which, amongst others, include Apprenticeships and Traineeships.

Services are available for NEET through Community First, Employment and Community Skills – Community Connecting.

According to the UK Commission's Employer Skills Survey (UKCESS) 2013:

- The SWLEP area has the lowest % of skills shortage vacancies (SSVs) out of all LEPs with 13% of

graded outstanding provision, 56% were in studying in Ofsted graded good provision.

The choice of provision to attend post 16 is limited to sixth form, 1 FE college, 2 independent private providers (IPP). From 2014 this will expand to include a post 16 free school and from 2015 a UTC. Given the changing landscape of educational provision there is scope to further expand provision to meet the needs of learners and the economy and provide greater breadth and choice for the county.

According to Further Education and Skills data:

- Only 1% of all Wiltshire learners (out of 28,920) in 2011/12 undertook learning for a level 4 and above qualification.
- Very low numbers of Wiltshire based training providers (4 at present) are offering Traineeships.

According to the HE for Wiltshire – Potential Demand report, the Index of Multiple Deprivation data shows that: 'Education, skills and training' is the second most prevalent form of deprivation for Wiltshire.

Around a third of Wiltshire's Lower Super Output Areas are in the Indices of Deprivation 2010's most deprived 30% nationally for the Education, Skills and Training domain, including eight in the 10% most deprived in England, making this one of the most prominent forms of deprivation in the county.

The 10 most deprived LSOAs in Wiltshire for the Education, Skills and Training deprivation are: Salisbury Bemerton – west, Trowbridge Adcroft – Seymour, Melksham North – north east, Trowbridge John of Gaunt – Studley Green, Amesbury East - north central, Salisbury Bemerton – south, Westbury Ham – west, Trowbridge Drynham – Lower Studley, Salisbury St Martin – central and Melksham North – south west.

Locally high relative levels of education, skills and training deprivation in Wiltshire are primarily due to educational deprivation among children and young people, rather than adult skills. Eight of the 10 most deprived Lower Super Output Areas in Wiltshire for this domain are within the 5% most deprived in England for the children and young people sub-domain, with the remaining two being in the 10% most deprived nationally. Two Lower Super Output Areas among these 10 most deprived are also within the 5% most deprived in England for adult skills (Salisbury Bemerton – west and Trowbridge Adcroft – Seymour). Data published by the Department for Children, Schools and Families (DCSF) for the years covered by the ID2010 suggest that the main drivers of high relative deprivation are achievement at Key Stages 2 and 4 and the secondary school absence rate. They indicate that some Wiltshire Lower Super Output Areas are within the most highly deprived nationally for these issues. Therefore the link with the troubled families initiative should be stronger.

When comparing disadvantaged with non-disadvantaged pupils Wiltshire has a lower percentage of Key Stage Two pupils achieving Level 4 in English and Maths than the England average; 19% compared to 29%, however, it has a lower proportion of disadvantaged pupils achieving the required standard – 62% compared to the England figure of 68%.

Wiltshire has a lower percentage of GCSE age pupils from disadvantaged backgrounds than the England average; 14% compared to 25%, however, in terms of attainment, only 33% of these pupils achieved 5+ A*-C GCSE or equivalent including English & Maths (9 percentage points lower than the England figure of 39%). Data shows that during the compulsory education years, in Wiltshire, attainment levels by Wiltshire pupils from disadvantaged backgrounds have been significantly lower than those from non disadvantaged backgrounds (as well as lower than the England averages). Attainment gaps have a tendency to persist throughout a child's compulsory education, and so has a direct bearing on access to HE and the best jobs.

The prior attainment of young people from military families is often lower than others.

22 wards (13% of the total) in SWLEP have some of the lowest levels of young people's participation in HE in the country. It is interesting to note that despite Wiltshire's relatively high rates of participation, more than half the wards with low participation are in Wiltshire. This analysis shows broad and deep divisions of participation chances: the 20 per cent of young people living in the most advantaged areas are five to six times more likely to

	<p>vacancies being SSVs.</p> <ul style="list-style-type: none"> SWLEP ranks second lowest in terms of skills gaps with 3.4% of all employment in the LEP area having a skills gap. SWLEP trains 192,000 staff, which is 66% of all employees and more than the England average of 62%. Wiltshire employees are provided with an average of 8.8 days training, which is the highest in England and trainees are provided with 12.9 days training, which is among the highest. 	<p>enter higher education than the 20 per cent of young people living in the least advantaged areas. Many of Wiltshire's military influenced wards have lower proportions of people with Level Four (or plus) qualifications than the averages. Of particular note are the wards of Tidworth, Ludgershall and Perham Down, Warminster East, Durrington and Larkhill and Bulford, Allington and Figcheldean which have disproportionate low levels of graduates in the resident workforce.</p> <p>There are some areas within Wiltshire that have very low levels of graduate residents. Additionally, an area of concern revolves around the age profile of Wiltshire residents that have degree level qualifications. Only 18.3% of 20 – 24 year olds in Wiltshire are qualified to NVQ Level 4/5 qualification compared with the England and Wales average of 25.5%. Similarly, only 37.3% of 25-29 year olds in Wiltshire are qualified to NVQ Level 4/5 qualification compared with the England and Wales average of 41.9%.</p> <p>The Wiltshire Employer Perceptions Survey 2012 shows that:</p> <ul style="list-style-type: none"> 26% of local employers had skills gaps. These were largely in relation to 'soft skills' such as oral communication; problem solving; customer handling and team working as well as ICT and written skills. <p>The skill level of prospective employees needs to be drilled down to local level - confidence, transport, access to employment opportunities are limited for the disabled, those with mental health issues, mothers returning to work, over 50's.</p>
Demography	<p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <ul style="list-style-type: none"> The percentage of claimants who are over 50 and have been claiming benefits for over 6 months is lower in Wiltshire (8.1%) than found across the South West (9.4%) and England (10.2%). Amongst young women the local employment rate is 19.5% higher than the average. As of June 2013, 5.5% of 16-18 year olds in Wiltshire are NEET compared with a national average figure of 5.9%. The November NEET rate was anticipated to be around 5%. The majority of employers are positive about the employability of young people and at 47.2% the SWLEP area has a significantly higher employment rate of 16-19 year olds than nationally (13 percentage points higher). <p>According to the Wiltshire Tomorrow's Voice Survey – winter 2011:</p> <ul style="list-style-type: none"> Wiltshire's school age young people (ages 11 to 18) have reported that they do like living here and have a definite sense of belonging. They also see the importance of a good education and are keen for investments to be made in this area of public spending. <p>According to Further Education and Skills data:</p> <ul style="list-style-type: none"> Out of 28,920 Wiltshire residents who undertook learning in 2011/12 13,460 were female whilst 15,450 were male. The majority of learners were 25+ (15,110). <p>According to the most recent Monthly LA Participation Digest relating to young people of academic age 16 (year 12 age) and 17 (year 13 age) - the age groups to which RPA will apply, in February 2014:</p> <ul style="list-style-type: none"> The percentage of 16 and 17 year olds in learning was 90.76%, higher than 90.19% in the previous month and higher than 79.40% in previous year. 	<p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <p>Youth unemployment is a particular concern for the SWLEP area and employment opportunities for those under 25 years old have been limited due to competition from more experienced workers released into the labour market as the economy has restructured. The delivery of employability and informal skills support for the young as well as exploring alternative routes to work such as Apprenticeships and work placements will be a priority to offset the threat of this cohort of the population becoming unemployable for the long term.</p> <p>16-24 year olds in the SWLEP area account for more than 1 in 4 of the unemployed at 28.2%, the highest proportion of any of the LEPs with which it is benchmarked and above the national average share of 25.6%. There is a core of young people who are leaving learning without the skills and qualifications which enable them to fill the jobs on offer. 18 year olds make up the largest proportion of NEET young people.</p> <p>Whilst significantly improved from the previous year's rate of 32.8% an area of concern is the 'Not Known' rate in Wiltshire which currently stands at 18.2% as at the end of 2013 and equates to 2,634 16-18 year olds. As with the NEET rate, the largest proportion of young people contributing to 'Not Known' levels are 18 year olds but it is a further concern that an estimated 399 of these young people are of the academic year age that needs to comply with Raising Participation Age legislation.</p> <p>Our ability to track young people between the ages of 16-24 is incredibly challenging and there is no dedicated budget to do this.</p> <p>Only a small number of establishments have hired 16-18 year olds straight from school or college in the previous 2-3 years. 9% of employers in SWLEP have recruited a 16 year old school leaver to their first job, 7% a 17-18 year old school leaver; 9% a 17-18 year old college leaver and 10% a university graduate – figures which are broadly in line with the national pattern.</p> <p>Young men in Wiltshire are more likely to be claiming for over 6 months compared to females (10.2% of total male claimants compared to 8.1% of total female claimants). This pattern is also seen at regional and national level.</p> <p>According to NOMIS, official labour market statistics:</p> <ul style="list-style-type: none"> Whilst reducing, Wiltshire's young people are still disproportionately represented amongst the JSA claimant count with 28.6% of all JSA claimants (July 2014) fall into the 18-24 age bracket. <p>According to the most recent Monthly LA Participation Digest relating to young people of academic age 16 (year 12) and 17 (year 13) - the age groups to which RPA will apply, in May 2014:</p> <ul style="list-style-type: none"> The percentage of NEETs was 2.5% in May 2014, lower than 2.6% in previous month. The percentage of Unknowns and Expired was 4.1%, which although higher than 4.0% in previous month

		and lower than 9.5% during the same period in the previous year, was higher than the national average. Recent improvements in tracking results and a lower NEET rate are very positive but the challenge is to maintain these and continue to bring the NEET rate in line with comparators.
Social	<p>According to Tomorrow's Voice - What Matters to You, Wiltshire Council, March 2014 (Young people survey):</p> <ul style="list-style-type: none"> 66% of respondents like their local area as a place to live. This represents a very small decrease from 2011 when the figure was 68%. The majority of respondents feel that the state of both their physical and mental health is good. The majority of respondents feel that they are happy with their life as a whole. 	
Infrastructure	<p>There is a good supply of accessible, affordable, quality childcare in most areas of Wiltshire. Wiltshire has 30 children's centres across the community areas. They link with Jobcentre Plus and the Family Action Programme to offer parents with children under the age of five routes back into work. There are plenty of well qualified childcare educators in Wiltshire.</p> <p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <ul style="list-style-type: none"> Excellent transport connections within the region as well as strong connections to the rest of the country are seen as being a particular strength of the SWLEP area. 	<p>Transport infrastructure is an issue for very rural places which reduces opportunities, the cost of travel is high and routes for villagers to main towns are being cut and so loss of opportunity.</p> <p>The county faces some significant childcare limitations including: Some areas lacking before and after school childcare due to the size of the community making it unviable. There is very little weekend childcare or very late and very early opening childcare.</p> <p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <ul style="list-style-type: none"> 68.6% of Wiltshire's population is classed as rural which poses certain challenges to growth particularly because of access and distance to employers and learning providers. Localised congestion is a concern in a number of areas. Although the SWLEP area has seen an increase in office floor space (19.2%), the increase is considerably below the national average (28.1%) and all benchmark areas except Buckinghamshire Thames Valley. Research indicates that although there is a range of industrial and warehousing stock available in Wiltshire, much of it is not fit for purpose for modern business. There is a lack of available employment space for design and build options particularly in North and Mid Wiltshire. There is also a lack of move-on accommodation within Wiltshire. The future housing requirement is considered to be challenging given the delivery of house-building over the past 15 years. Low rates of house building lead to a restriction of labour mobility which can, as a result, constrain productivity.
Policy & Partnership	<p>Wiltshire has a long established successful track record of partnership working. This is further strengthened through the formation of a new Education, Employment & Skills Board for Wiltshire in January 2014 following a decision taken to align the 13-19 Strategic Board and its sub groups with the Employment and Skills Board and its sub groups, expanding to become the Education, Employment and Skills Board with a direct relationship with the Swindon & Wiltshire Local Enterprise Partnership (LEP) as the policy change around the LEP and function of the LEP is key in driving change in the Education and Skills agenda linking with early national changes. The new Board and its sub-groups enables full integration of the Education, Employment & Skills agenda and work has commenced on developing a new multi-agency Education, Employment & Skills Strategy for Wiltshire accompanied by an Increasing Participation & Employment Plan and Apprenticeship Action Plan. The Apprenticeship Growth Group provides a co-ordinated, partnership approach to increasing the number of Apprenticeship opportunities in Wiltshire and maximising their uptake. The Learning & Working in Wiltshire Group provides a structured and co-ordinated approach to sustained engagement in education, training or work across all age and client groups throughout Wiltshire and whose vision is to develop an inclusive economy that will provide equality of economic opportunity for all in Wiltshire.</p>	<p>Partnerships with schools could be improved. The Academy Programme has presented a challenge to former engagement routes between the LA and schools.</p>

	Opportunities	Threats
Economy	<p>According to the HE for Wiltshire – Potential Demand report:</p> <ul style="list-style-type: none"> Between 1997 and 2011 Wiltshire’s economic output was 4.2%, slightly below the England figure of 4.3%. Wiltshire’s economic output is just behind the England average, even though it is mainly a rural area and does not benefit from the urban ‘high productivity’ effect of say London or Exeter. In terms of growth there is room for improvement. <p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <ul style="list-style-type: none"> The prospects for SWLEP in the years ahead are relatively good. In general terms, the SWLEP area should benefit as economic activity strengthens and employers’ order books increase. In addition to national GDP data, the Wiltshire Business Survey conducted in 2012 supports the view that businesses, across the sectors, are experiencing an up-turn in demand. The economy of Swindon and Wiltshire is forecast to see employment growth of approximately 9% (30,000) over the period 2010-2020, which is almost double that predicted for the UK as a whole. <p>According to the HE for Wiltshire – Potential Demand report: The upward trend of more and more university students returning to work in Wiltshire following graduation has had considerable benefits for the Wiltshire economy and a sign that local employers have had increasing demands for higher order skills. The re-structuring of the Wiltshire economy which is currently underway, moving its business base up the value chain, is creating a need for graduate employment, and will increasingly do so in years to come. Production’s contribution to GVA has been declining significantly across the UK in the last decade. The same applies to Wiltshire although it did level off between 2008 and 2010 which suggests that it still has great potential. It will be necessary to be able to supply an educated labour force in order to both capitalise on opportunities to move production up the high value added chain and minimise inequality effects amongst the population. Wiltshire is 151 in the country for productivity (Output per hour worked). With £97 per hour worked, Wiltshire’s productivity figure is the fifth ranked highest of the unitary/county South West authorities. Considering the lack of an urban core in Wiltshire, the relatively high productivity figure demonstrates its great potential as a generator of economic growth.</p>	<p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <ul style="list-style-type: none"> Although the prospects for SWLEP in the years ahead are relatively good, underlying structural weaknesses will limit the potential for local recovery, and act as a drag on performance. These factors include a variable skills base, moderate but falling incomes and rising levels of worklessness. Whilst the overall economic climate should improve moderately over the next 3 years, the ‘competitiveness’ gap with the rest of the UK has continued to widen in recent years. <p>According to the Reducing Child Poverty Strategy 2014-20 (consultation draft, April 2014) an analysis by HMRC demonstrated that in August 2011 Wiltshire had 11,610 children (0-19yrs) living in poverty, which represents 11.4% of children. This is an increase of 400 children (0.4%) in Wiltshire since 2008, which compares well with other local authority areas in the South West of England.</p>
Employment	<p>According to the HE for Wiltshire – Potential Demand report, the Working Futures 2010-2020 data shows that:</p> <ul style="list-style-type: none"> From 2010 to 2020 total employment in Wiltshire is projected to grow by around 8% or 17,500 jobs. The employment in Professional Services is expected to grow by 8,500 jobs, Hotels & Catering by 4,800, Other Services by 2,500 jobs and Computing Services by 2,200 jobs. Although it is clear that the Wiltshire economy will steer towards a service sector led economy, Manufacturing will still enjoy a significant presence. Between 2010 and 2020 Wiltshire will continue its journey towards a knowledge intensive economy in the form of higher order occupations. In terms of expansion demand, the most significant demand for occupations is expected to be in Professionals which is projected to grow by another 8,900 jobs. Managers, Directors and Senior Officials are projected to grow by 6,000 jobs and Associate Professional and Technical occupations by 5,200 jobs. <p>We are currently exploring with Corporate Procurement colleagues ways to embed employment considerations into the council’s approach to large scale procurement and the management of its supply</p>	<p>According to NOMIS, official labour market statistics:</p> <ul style="list-style-type: none"> Whilst Wiltshire’s employment rate remains above the national average it has fallen sharply since 2008. The level of worklessness has increased in recent years with approximately 8.7% (25,640 claimants) of the working age population in Wiltshire being on one or more out of work benefits in August 2013. Trend analysis over the past decade shows that although the proportion of out of work claimants in Wiltshire is low by national standards, the increase in claimants since the onset of recession has been almost double the English rate and the gap between them has narrowed. <p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <ul style="list-style-type: none"> In Wiltshire the proportion of workless households has risen from 12.5% in 2008 to 16.1% in 2012 however, this is a slightly lower proportion than nationally (17.5%). It is of significance that in recent years the gap between Wiltshire and Swindon has narrowed considerably; the proportion of workless households in Swindon has risen from 15.7% in 2008 to 16.6% in 2012, whereas the rise in Wiltshire has been steeper from 12.5% to 16.1%. <p>According to the HE for Wiltshire – Potential Demand report, the Working Futures 2010-2020 data shows that:</p> <ul style="list-style-type: none"> Considerable reductions in employment is expected in Agriculture (-3,500 jobs), Public Administration &

	<p>chain.</p> <p>With areas of skills shortages and an ageing workforce indicating succession issues; Wiltshire Council faces skills and recruitment difficulties. The Council's People Strategy 2012–15 identifies the under 25s workforce as an under-represented group. Our workforce statistics show that 7.5% of the Wiltshire council workforce is under 25 in comparison with 16% of the working age community. Wiltshire Council's percentage of under 25's, however, is high when compared with the level seen across other local authorities (4.8%). Wiltshire Council is serious about embedding our Apprenticeship Programme firmly within our People Strategy and Under 25s Recruitment Plan. A new Apprenticeship wage rate has just been approved for lower level Apprenticeships and that new jobs advertised as Apprenticeship posts will be paid at the bottom of grade A - that is £6.45 per hour and well above the Apprentice National Minimum Wage of £2.65. HR are in the process of putting together a generic grade A apprentice role profile, any area in the Council recruiting an apprentice would then need to complete and add an appropriate job context statement.</p>	<p>Defence (-1,300 jobs) and Education (-1,100 jobs).</p> <ul style="list-style-type: none"> • There is expected to be a decline in Administrative and Secretarial jobs, Skilled Trades, and Process, Plant and Machine Operatives – the lower order jobs. • Higher order jobs require high levels of education therefore it is anticipated that by 2020 about 65% of the increase in expansion demand jobs will require NVQ Levels 4 (minimum) qualification. <p>According to the Swindon and Wiltshire Economic Assessment 2013, young people are particularly disadvantaged by:</p> <ul style="list-style-type: none"> • Recruitment methods - with employers favouring informal methods. Young people tend to lack the necessary connections to access opportunities. • An emphasis on experience – recruiters place significant emphasis on experience when recruiting, but young people are increasing less experienced. Compared with 15 years ago the proportion of young people who combine learning and work has declined significantly. • Labour market trends – young people tend to be employed in two occupations: retail and elementary, both of which are in decline and have been hard hit by recession. • A rise in small businesses – there has been a rise in small businesses which are more likely to recruit informally and expect prior experience. <p>According to “Helping Unemployed Young People to find private sector work” – Joseph Rowntree Foundation, February 2014: Employers emphasised ‘soft skills’ like self-motivation and communication. But despite the fact that formal qualifications were often not important for the jobs available, there was evidence of qualifications being used to screen applications.</p> <p>According to NOMIS, official labour market statistics, 23.6% (17,042) of people with a disability were in employment at the time of the 2011 Census. Although, this is higher than nationally (20%) and regionally (21%), it is significantly below the previous Census figure (33%). This could be due to disability not being captured specifically in the 2001 Census, but rather included within a broader category of ‘limited health’. However, this is an area that needs to be understood more fully.</p>
Education, Skills & Training	<p>According to the HE for Wiltshire – Potential Demand report, the Working Futures 2010-2020 data shows that:</p> <ul style="list-style-type: none"> • By 2020 it is projected that more than 1 in 4 jobs will be at the higher end of the occupational spectrum requiring more employees qualified from A level upwards (Level 3 +) and especially to degree level and above in the coming years. <p>According to Department for Education data:</p> <ul style="list-style-type: none"> • The proportion of young people in Wiltshire achieving five GCSEs at grades A*-C including English and Maths is above the national average (61% compared to 59.2% nationally). <p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <ul style="list-style-type: none"> • The continuing shift in the occupational profile of the accommodation and food sector in the area over the course of the decade towards higher-order occupational groups will have a significant impact on the required qualifications profile of the workforce. • Already, 24% of the agricultural workforce in the UK is trained to NQF Level 4 or above. There is also a need to ensure that there is sufficient STEM qualified staff for the agricultural sector, in order to fully utilise new biotechnologies, such as GM crops. • The defence industry requires STEM graduates, which are in short supply across the country while the number of STEM graduates has risen it has not kept pace with the increase in demand. • The low carbon sector will also be competing for high-quality STEM graduates over the next few decades. Other higher level skills in short supply for the sector include: leadership and management, project management, lean manufacturing and business improvement techniques. 	<p>According to Department for Education data:</p> <ul style="list-style-type: none"> • Whilst 2013 results are improved, average A Level point scores for the years 2009, 2010, 2011 and 2012 shows that Wiltshire's scores had been dropping significantly since 2010. • On average 30% of EFA funded 16-19 year olds resident in Wiltshire access provision out of county <p>According to the HE for Wiltshire – Potential Demand report:</p> <ul style="list-style-type: none"> • Whilst improved since the 2001 Census it is concerning that the 2011 Census reveals almost 1 in 5 people in Wiltshire to have no qualifications at all. Of concern is that 1 in 12 young people aged 16-19 have no qualifications at all and whilst this is much better than the national picture it leaves those school and college leavers ill-prepared to meet the rising skills and qualifications needs of employers. • Locally, many young people aged 25-29 fail to progress beyond Level 3 qualifications with relatively low percentages going on to gain higher qualifications. Indeed, the most striking difference from the national picture is in relation to graduates; locally, the proportion of 25-29 year olds with degrees is 33.0% compared with 42.2% in England. • Higher Apprenticeships have not really taken off locally or nationally. <p>Over the next 2 years there will be a 19% cut to the Adult Skills Budget. This together with new business rules which are being applied to the size, purpose and recognition of regulated qualifications will affect the range of learning opportunities that providers can deliver, leading to less choice for the learner. There is a move to set the new GCSEs as the ‘single gold-standard for literacy and numeracy at level 2’. Attainment of GCSEs is beyond the capability for many of learners who have very low starting points. The current Functional Skills qualifications offer these learners the opportunity to gain English and Maths at the right</p>

- The further usage of higher level Apprenticeships is considered an important way of ensuring a pipeline of technicians equipped to meet the needs of the life sciences sector.
- Reinstatement of co-funding for Level 3 Apprenticeships may raise numbers on Advanced Apprenticeship programmes.
- The dominant growth in adult Apprenticeships may lend itself to take advantage of the Advanced and Higher Apprenticeship offer.
- 26.3% of employment by Wiltshire's businesses is in the knowledge intensive sectors, higher than that of England and Wales.
- Manufacturing is the UK's 2nd largest sector and accounts for 9.3% of all workplace employment in Wiltshire, above the England and Wales average. Moreover, 2.7% of employment is in medium and high technology manufacturing, just above the England and Wales average of 2.5%.
- Advanced manufacturing employs approximately 10 per cent of the UK's workforce and creates high levels of value added. It is a vital source of exports, innovation and R&D spend. As such it is skill intensive and a potential source of economic growth.
- These sectors have a very strong demand for high levels of employability skills and education especially in bachelors and Masters of Science degrees and considerable research skills.
- Financial Services employs around 8% of the workforce and is regarded locally as a 'growth industry and a major economic driver.'
- Tourism related jobs equate to 7% of employment in Wiltshire. The main job growth at an occupational level will be in managers, directors and senior officials.

According to the HE for Wiltshire – Potential Demand report:

There will be an estimated 1800 service leavers in Wiltshire by 2016. The City Deal will help us to unlock the economic power of the military in our county. The bid aims to see military leavers' skills being used by companies who wish to locate and grow in the county.

Where employers are prepared to combine work with training, then this will improve the skills pool of young people locally and address the issue of a 'lack of work experience' which survey data shows is a key concern amongst significant pockets of employers of young people.

Extending local HE provision would help to retain Wiltshire's home grown talent who have in the past had to leave Wiltshire in order to pursue their HE ambitions. It could also help generate a new group of learners (perhaps with a vocational partiality) that could be inspired to progress to HE. By stimulating local access to HE, disadvantaged pupils' underperformance during school years could therefore be significantly improved by stimulating ambitions (e.g. by making HE geographically easier to reach, by opening up HE opportunities that may not have hereto existed in their current format, by developing schemes that reflect local need etc). This could assist considerably in achieving the Government's broader social mobility aims since a good education is the key to improving young people's life chances. Some of the military areas represent a great opportunity for HE initiatives because although they tend to have comparatively fewer than average numbers of people with low or no qualifications, as well as a strong representation in Levels Two and three, there seems to be a lack of progress to graduate level standard. Provision of higher education initiatives at a local level represents a great opportunity for military leavers to take those final steps to upgrade their considerable portfolios of qualifications in order to fill some of our skills gaps.

Success in the City Deal bid to deliver 2,000 higher education places will go some considerable way to meet the higher level skills challenge and also increase opportunities for skills and qualification development locally as well as fostering the growth of employer-based student places and the potential for research spin-offs.

The further usage of higher level Apprenticeships is considered an important way of ensuring a pipeline of higher level skilled recruits to meet the needs of the key sectors.

Persuading companies of the bottom-line business benefits of investing in training and development is an on-going requirement. Engagement with the UTCs in Swindon and Wiltshire can only have positive outcomes in this respect.

level for them. If the move towards setting GCSE as the minimum requirement for Apprenticeships is set, this will exclude many potential apprentices.

- According to the Apprenticeships MI Report for Wiltshire Quarter 4 2012/13, in the most recent year for which data is available (2012/13), there were:
- 5,110 Apprenticeship starts in Wiltshire -4.2% on 2011/12 and following the downward national trend.
- Of this cohort, just 19.1% were aged 16-18 which whilst lower than the Wiltshire rate for 2011/12 it is significantly higher than the England average of 10.5%.
- In Wiltshire there was also a decline in the number of apprentices aged 16-18 (978 starts – 6.4% decline) as well as aged 19-24 (1,855 starts – 12.5% decline).

Wiltshire's Apprenticeship growth dipped in 2012/13 suggesting it is becoming harder to maintain the same rate of improvement and rates regionally and nationally whilst experiencing similar downward trends are starting to catch up and close in on Wiltshire's lead. It is therefore essential Wiltshire Council and strategic partners avoid complacency and continue to focus effort on driving Apprenticeship growth in the county. In particular, further analysis needs to be undertaken into why Apprenticeship starts are not increasing amongst 16-18 year olds. Work needs to continue on addressing outdated perceptions of Apprenticeships – there are still some image problems.

There is no co-ordinated approach for work experience. Employers are being approached by multiple institutions to provide work experience and not necessarily enough places. There will be an increasing onus on schools to ensure work experience placements post 16.

One way of ensuring an adequate supply of future STEM skilled employees is through earlier intervention in the education process, encouraging children and young people to see the myriad of opportunities that science and technology can create. The UTCs in Swindon and Wiltshire will do much to encourage a new approach to and interest in STEM skills.

Real job opportunities for the current and future workforce are in the pipeline if skills development can be more directly linked to the needs of the key sectors and spatial propositions locally.

According to the HE for Wiltshire – Potential Demand report, the HESA survey of graduates’ destinations shows that:

- The greatest demand for choice of HE establishment was the Open University. It is an indication that the opportunity to combine work and/or living at home with learning is clearly of great appeal to local residents in the absence of a local centre for HE. The other top choices of university are local.
- In 20011/12 the top three subjects that Wiltshire students chose to study were: Education (10.7%); Business & Administrative Studies (9.9%); Subjects allied to Medicine (9.2%); and Biological Sciences (9.2%). Nearly 38% of students in that academic year chose the STEM subjects.

According to Sector Skills Insights from UKCES, the manufacturing sector already makes a significant contribution to the UK economy and employment. UK manufacturing has the potential to be world leading but there are key challenges to achieving higher performance:

Productivity of the sector is growing but not as strongly as our major competitors.

The sector needs to invest in skills to be able to compete globally, and at home with internationally-owned firms.

While investment in innovation and R&D is strong it requires high level technical skills and quality management skills to capitalise on that investment.

Attracting and developing talent is crucial to meet skill needs today, and to nurture skills for tomorrow.

Investment in workforce skills can support productivity and retention.

Collaboration between and employers and education can encourage the flow of intermediate and high level skills into the sector.

Good quality Apprenticeships can attract high calibre entrants to the sector and develop vocational expertise alongside an understanding of the business.

Investment Funds offer the opportunity to develop sustainable approaches to achieve innovation and growth through skills.

There is an opportunity to build on the skills base of the Wiltshire Council PA Team who are professionally trained in Information, Advice and Guidance and have a proven track record in helping young people progress. WEST also deliver ‘Preparing for Employment’ programmes for young people with SEND in their last years of local education. Wiltshire Council is working in partnership with parents, carers, young people and Wiltshire College to develop a pilot Supported Internship programme for September 2014. Supported Internships are for young people with severe learning difficulties and/or disabilities aged 16 to 24 with a Statement of Special Educational Needs or a ‘My Plan’, who want to move into employment and need extra support to do so. Under the Wiltshire Skills 4 Success programme we are developing a Wiltshire wide Careers Education Programme to include a comprehensive suite of CEIAG lesson plans for Years 7 -13. We aim for this to be available as a free resource for schools from October 2014.

A growing number of Wiltshire’s primary and secondary schools are expressing interest in or have already introduced Apprenticeships to their workforce. Apprenticeships hold great potential for supporting the broad range of occupational areas commonly found in schools including ICT, Business Administration, HR, Finance, Facilities Management, Grounds Maintenance, Construction, Teaching

	<p>Assistants, Lab Technicians and many more. The employment of apprentices in schools is a fantastic way for schools to role model to pupils the benefits of Apprenticeships.</p> <p>Almost all of the schools offer work experience however only around 50% arrange this through an external work experience organisation. Post 16 there is an expectation that Study Programmes will include work experience. Although this is not the case pre 16, many schools are still offering work placements in year 10/11. Some schools will offer this as block placement, others as extended.</p> <p>There is scope to know more about young people's retention in learning.</p> <p>We are currently exploring with Corporate Procurement colleagues ways to embed skills and training considerations into the council's approach to large scale procurement and the management of its supply chain.</p> <p>We have recruited our target 6 trainees (4 are aged 17 and 2 are aged 16). They started on the Traineeship programme in early March 2014.</p>	
Demography	<p>According to the HE for Wiltshire – Potential Demand report, the Working Futures 2010-2020 data shows that:</p> <ul style="list-style-type: none"> • Future increases in part-time and principally female employment are anticipated. Forecasts show that between 2010 and 2020 female employment is expected to rise by 11.4%. This partly reflects the rise in part-time work which is expected to grow at almost twice the rate (13.4%) of full time work (7.5%). <p>According to the HE for Wiltshire – Potential Demand report:</p> <ul style="list-style-type: none"> • The availability of part time work in the local economy may be enabling more young people than average to combine work with learning. • Engaging with under-represented groups, such as women and ethnic minorities, may be an important way of addressing the issue of large numbers of skilled people forecast to leave some industries over the course of the next decade. <p>There is more room for understanding the 16-19 cohort</p> <p>According to Wiltshire's Diverse Communities – Results from the Census 2011, the nature of Wiltshire's minority ethnic population is changing from a largely Asian or Asian British grouping to an Eastern European grouping where Polish migrants feature Prominently. There is room for understanding more about the implications and opportunities arising from these demographic changes in relation to education, employment and skills.</p>	<p>Youth unemployment is a particular concern and employment opportunities for those under 25 years old have been limited due to competition from more experienced workers released into the labour market as the economy has restructured. The delivery of employability and informal skills for the youth as well as exploring alternative routes to work such as Apprenticeships and work placements will be a priority to offset the threat of this cohort of the population becoming unemployable for the long term.</p> <p>According to the Swindon and Wiltshire Economic Assessment 2013:</p> <p>The SWLEP's working age population is somewhat older than the national average with greater proportions aged over 45 and lower proportions in the 20-29 age brackets. Wiltshire has a much older population profile than Swindon; in Wiltshire 19.1% of the population is aged over 65 compared with 14.3% in Swindon.</p> <p>Up to 2021 population growth will solely be amongst people in the 45-64 age bracket. This is the only group of workers expected to increase in the SWLEP area, contrasting with a sharp downturn in the 18-24 age group. Particularly worse in Wiltshire – a 15.2% fall in 18-24 year olds and a 3.9% in 25-44 year olds.</p> <p>The ageing workforce coupled with the rise in the state pension age means that employers will not be able to meet their recruitment needs from young people as readily as in the past. This issue will especially affect certain sectors such as hospitality and retail which are heavily dependent on a young labour force to meet their recruitment needs. As longer working lives become a reality with the raising of the state pension age then more of this older age group will seek to continue in their jobs. In turn, this will reduce the number of opportunities for young people looking to enter the labour market; quite simply there will be less need for 'replacement demand'.</p> <p>The youth labour market is changing and this is having an adverse impact on young people's access to employment. Although some of this is down to the recession which has had a disproportionate effect on young people, nationally youth unemployment began rising as long ago as 2005 and NEET figures have remained stubbornly high through periods of growth as well as economic downturn suggesting there are structural causes. High employment rates amongst young women may indicate that more are failing to continue with their learning post 16.</p> <p>Austerity in the UK – Spotlight on Young People, Joseph Rowntree Foundation:</p> <p>There were nearly one million more 16 to 24 year olds in the UK in 2010 than in 2000.</p> <p>Youth unemployment is at a record high and three times higher than unemployment for older adults.</p> <p>10 per cent of young adults are not in work or full-time education.</p> <p>The lower people's qualifications are, the higher their risk of unemployment. This risk has risen over the past decade.</p> <p>After 19, the likelihood of getting qualifications drops significantly.</p> <p>16- to 19-year-olds not in full-time education are at greater risk of poverty than any age group except the youngest.</p> <p>52% of 16- to 24-year-olds in poverty do not live with their parents.</p>

		<p>Increase in school age population is expected to have an impact on post 16 place provision throughout the period 2020-2025.</p>
Social		<p>Tomorrow's Voice – What Matters to You, Wiltshire Council, March 2014 – Young People survey:</p> <p>The top two issues which the largest proportion of respondents say are most in need of improvement are activities for teenagers (48%) and being able to find a job (40%).</p> <p>The services which the largest proportions of respondents say need to have more money spent on are: housing – preventing homelessness (54%); housing – more affordable housing (52%); services for vulnerable children and families (47%); sports and leisure facilities (42%); schools (41%); and parks green spaces and countryside (40%).</p>
Infrastructure	<p>SW LEP sees opportunities in re-balancing the economy away from the over-heating in the south east by capitalising on its location as a gateway to/from other economic zones through utilising its transport infrastructure.</p> <p>Wiltshire Council's Business Plan 2014 -2017 contains a commitment to increase investment by the Council and Government in expanding super fast broadband and also increase investment in the road system in Wiltshire.</p> <p>Currently there are 30,000 military personnel and dependants in Wiltshire. With the new rebasing plans, by 2018 there will be an additional 4,000 military personnel (plus their families) moving back from Germany to the Salisbury Plain area. This will require 1400 new homes to accommodate service families in the Salisbury Plain Area which will cost around £810M. Also, the super garrison accommodation quarters are being built at Perham Down, Tidworth, Bulford, Larkhill and Warminster under a PFI initiative with the annual construction investment peaking at £200m in 2008 (source: Aspire Defence Ltd).</p> <p>According to the Swindon and Wiltshire Economic Assessment 2013: The modernisation of the Great Western line will provide significant improvements to the railway infrastructure as well as benefiting the local economy. The M4-A419 economic corridor will continue to be an important economic driver particularly in attracting new inward investment. It is important that the LEP capitalises on its location as a gateway to/from other economic zones and utilises its transport infrastructure links to underpin its growth ambitions. The devolved funding for major transport schemes to Local Transport Bodies (LTBs) from April 2015 onwards will provide in the region of £11m over the period April 2015 - March 2019, which gives the LEP far greater control on the delivery of Major Transport Schemes. To support this process, the Swindon and Wiltshire LEP is developing a new Transport Vision for 2025, which will include investigations into road and rail infrastructure, including committed rail electrification schemes. Wiltshire Council has proposed a target of 37,000 new homes across the County between 2006 and 2026, which equates to 27,188 new dwellings between 2011 and 2026. This level of housing will support the projected employment growth, and will address out-commuting from the area.</p>	<p>According to the Swindon and Wiltshire Economic Assessment 2013: In common with the national picture, the SWLEP area has experienced a fall in industrial floor space (-5.1%), although this decline is below the national average (-9.1%).</p>
Policy & Partnership	<p>According to the Swindon and Wiltshire Economic Assessment 2013: Government policy continues to focus on actions to reduce deficit (the gap between what we spend and what we raise in taxes), to ensure that public finances are on a sustainable path and help achieve balanced economic growth. The key plank of the Government's economic plan is to facilitate long-term economic growth reform to "back aspiration and equip Britain to win the global race". The Government is prioritising spending on long-term infrastructure projects and other programmes that will promote economic growth, including:</p> <ul style="list-style-type: none"> investing £9.5 billion in the UK's transport network in 2015-16; maintaining resource funding for science; providing funding for up to 180 new Free Schools, 20 Studio Schools and 20 University Technical Colleges a year; and 	<p>The Education, Employment and Skills Board has an expansive remit and therefore it must take precautions to avoid losing focus on the most vulnerable people.</p> <p>Changes in the way that Apprenticeships will be delivered, as per the proposals in the Richard Implementation Plan. There are still a number of unknowns in the way that Apprenticeships will be funded; however funding will go via the employer. This may lead to the loss of some training providers and training provision if providers do not see any financial viability in continuing to deliver adult learning provision.</p> <p>New funding proposals for Apprenticeships where the funding is channelled through the employer (either through PAYE or a credit system) may put many employers off recruiting apprentices, especially likely to affect small businesses who won't have the cash flow, expertise, time or capacity to administer the new systems.</p>

- strengthening trade and investment links, specifically with China and other emerging countries.

The publication of the Heseltine Review in March 2013 has given further impetus to industrial policy, heralding a step-change in implementing the drive for economic growth and setting out the expectation and mechanism for LEPs to deliver going forward. The core proposition of Lord Heseltine's report is a decentralised approach that breaks Whitehall's monopoly on resources and decision making, and empowers Local Enterprise Partnerships (LEPs) to drive forward growth in their local areas.

Apprenticeships are central to the Government's drive to developing the skilled workforce employers need to grow and compete. Government has prioritised Apprenticeship growth with significant funding in recent years and committed more than £1.5bn in this current financial year. Apprenticeship Reform will radically change the way Apprenticeships are delivered putting employers in the driving seat. It aims to ensure Apprenticeships are more rigorous and responsive to the needs of employers following the Richards Review. The objective is to give the purchasing power back to employers for them to design and commission their own training solutions. Apprenticeship Standards designed by employers will replace existing frameworks. Typically two thirds of assessment will be at the end of the Apprenticeship and a Pass, Merit, Distinction grading system will be introduced. The level of Maths and English required of Apprenticeships will be stepped up linked to GCSE Reform. Off the job training will be mandated to at least 20%.

Government strives for Apprenticeships to be viewed with the same esteem as the traditional University route. Market penetration of employers offering Apprenticeships nationally has increased from 3% to 8% but Government aspires to match the German rate of 36%. The drive on Higher Apprenticeships continues with £40m additional funding announced in the Government's Autumn Statement to support 20,000 more Higher Apprenticeships. Increasing Apprenticeship take-up by 16-18 year olds remains a key priority so we are to expect further policy announcements and challenge in support of this. Also in the Government's Autumn Statement was an announcement that £10m additional money will go to Jobcentres to help 16 and 17 year olds find Apprenticeships and Traineeships. This money will be delivered 'in partnership with Local Authorities' and we await further details. An extra £85m announced in the Skills statement for both of the next two years to extend the Apprenticeship Grant for employers, an initiative that helps approved employers take on apprentices.

The Government is promoting Supported Internships in the forthcoming legislation in the Children and Families Bill (September 2014). Government wants to end the assumption that young people with severe learning difficulties and/or disabilities cannot work, and wants to ensure that they receive the right support to move into adulthood with paid jobs and careers. Supported Internships build on the strong evidence base that many young people with severe learning disabilities and/or disabilities want a paid job and with the right support, can secure and retain jobs that employers value. The special educational needs (SEN) Green Paper, '*Support and aspiration*' build on this learning. It set out a cross-Government commitment to ensure young people with severe learning difficulties and/or disabilities receive a seamless package of support as they move from education into employment.

The SWLEP has been successful in securing funding for the local area and is taking forward investment plans for Porton Science Park (EOI approved) and for the recent £35 million investment in superfast broadband technology.

The Government is interested in supporting the development of a platform to link digital technology and Life science and there will be more opportunities to bid for funding. AC explained that the LEP now needs to look at how to roll out and deliver the City Deal

In February 2014 the SWLEP submitted its European Structural and Investment Fund Strategy (ESIF) to

Wiltshire's business base is dominated by SME's and Micro businesses and the proposed funding changes are likely to generate a segmentation of the system making it harder for them to engage with Apprenticeships.

Younger apprentices currently attract full government funding for their Apprenticeship. It is concerning that under the funding changes proposed this will no longer be the case as enforced co-investment is introduced for all Apprenticeships including 16 and 17 year olds. This could have a negative effect on employer attitudes towards employing school leavers – this will present further challenges in relation to Raising Participation.

Following low take-up amongst apprentices, 24+ Advanced Learner Loans have been removed for apprentices.

Reduction in the full-time funding rate for 18-year-old learners to 17.5 per cent less than 16 and 17-year-olds

A cut of 19% in the Adult Skills Budget by 2016.

The Skills Funding Agency is currently in the midst of an organisation re-structure which is anticipated to produce a 30-50% reduction in headcount. As part of this the NAS brand is moving to a digital platform and the level of support will reduce, their role is anticipated to become more audit and quality assurance focused. In particular NAS are withdrawing from their in school support offer – learners are no longer a NAS focus, their work will now concentrate fully on employers.

	<p>the Government. ESIF will potentially unlock substantial funds from the European Commission in mid-to late 2014. The purpose of these funds will be to assist the economic growth of Swindon and Wiltshire.</p> <p>In July 2014 the SWLEP secured a Growth Deal which will see £129.1million (£12 million awarded for 2015-16) invested in Swindon and Wiltshire. This was the third highest per capita Growth Deal in the country, 18th highest Growth Deal overall, out of 39. The Growth Deal will help to create up to 1,500 jobs, allow up to 2,000 homes to be built and generate up to £70million in public and private investment, including a new science park at Porton Down, which will provide facilities for research, development and advanced skills training for companies specialising in life sciences and healthcare. Also in July 2014, the SWLEP City Deal focusing on Higher Level Skills was signed off by Government. City Deals involved 20 cities comprising the next 14 largest cities outside of London and their wider areas and the 6 cities with the highest population growth during 2001 to 2010. Each of these cities were invited to negotiate deals with government – deals that give each city new powers in exchange for greater responsibility to stimulate and support economic growth in their area.</p> <p>The Welfare Reform Act 2012 legislates for the biggest change to the welfare system for over 60 years. It introduces a wide range of reforms that will deliver the commitment made in the Coalition Agreement and the Queen's Speech to make the benefits and tax credits systems fairer and simpler.</p> <p><u>Universal Credit</u> was introduced in 2013 for people who are looking for work or on a low income. Universal Credit brings together a range of working-age benefits into a single payment and aims to: encourage people on benefits to start paid work or increase their hours by making sure work pays smooth the transitions into and out of work simplify the system, making it easier for people to understand, and easier and cheaper to administer reduce the number of people who are in work but still living in poverty reduce fraud and error</p> <p>The Social Justice Strategy was launched in March 2012, aiming to make 'society function better-providing the support and tools to help turn lives around'. The strategy provides a coherent approach to tackling some of the injustices that exist in our society including action to:</p> <ul style="list-style-type: none"> • help troubled families turn their lives around • improve mental health • reduce child poverty and make sure that children are properly supported so that they complete their education • make work pay, and help people to find and stay in work • help people recover and become independent if things have gone wrong • work with the voluntary, public and private sectors to deal more effectively with complex problems <p>National Mental Health strategy – 'No health without mental health'</p> <p>The use of the health performance indicator linked to employment.</p>	
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Data Sources:

1. NOMIS official labour market statistics, www.nomisweb.co.uk
2. Swindon & Wiltshire Economic Assessment 2013, commissioned by Swindon & Wiltshire Local Enterprise Partnership, undertaken by Redbox Research, November 2013.
3. HE for Wiltshire – Potential Demand, commissioned by Wiltshire Council Economic Development & Planning, undertaken by Wiltshire Council Corporate Research, July 2013.
4. Reducing Child Poverty Strategy 2014-20 (consultation draft), Wiltshire Council, April 2014
5. Department for Education data, www.gov.uk/publications

6. Apprenticeships MI Report for Wiltshire Quarter 4 2012/13 published by The Data Service, December 2013
7. Further Education and Skills data, The Data Service, Skills Funding Agency, February 2014
8. UK Commission's Employer Skills Survey 2013, UK Commission for Employment and Skills, www.ukces.org.uk/ourwork/employer-skills-survey
9. Wiltshire Employer Perceptions Survey 2012
10. Wiltshire Tomorrow's Voice Survey – Winter 2011
11. Tomorrow's Voice - What Matters to You, Wiltshire Council, March 2014
12. Sector Skills Insights, UK Commission for Employment and Skills, www.ukces.org.uk/ourwork/sector-skills-insights
13. Wiltshire's Diverse Communities – Results from the Census 2011, Wiltshire Council, <http://www.intelligencenetwork.org.uk/community/>

Appendix Two

Apprenticeship Growth Plan

PRIORITY 4.2: DELIVER APPRENTICESHIP GROWTH

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	SUPPORTING PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
4.2.1 Working with the Skills funding Agency, Swindon Borough Council and the Swindon and Wiltshire Local Enterprise Partnership, develop a SWLEP area wide Apprenticeship Campaign	<ul style="list-style-type: none"> Identify and engage potential campaign partners across Swindon and Wiltshire including Apprenticeship providers and press and media Agree campaign scope, timescales, priorities and targets Identify resources and agree partner contributions, roles and responsibilities Launch and deliver campaign activity through to a successful conclusion Capture case studies, evaluate and celebrate success Agree any ongoing/future joint campaign activity in support of apprenticeships 	Activity measure against target completion date.	Skills Funding Agency	Wiltshire Council, Swindon Borough Council, SWLEP, GWP Network, Federation of Small Businesses, Chambers of Commerce, Wiltshire Business Support Service and Jobcentre Plus	Campaign approach to be agreed and targets to be established.		
4.2.2 Raise the profile of Apprenticeships and address negative stereotypes and outdated perceptions – myth busting. Enable employers to recognise the benefits of Apprenticeships in meeting current and future skills needs to support Wiltshire's economic growth priorities.	<ul style="list-style-type: none"> Address the myths, issues etc identified through the survey (as in 4.4.1). Continue to expand the Schools Apprenticeship Ambassador Network. Identify the support needs/interests/motivations of the Apprenticeship Ambassador Network. Run a minimum of one training session a year and produce a quarterly e-newsletter. Support the development of the South West Employer Apprenticeship Ambassador Network, identifying more employer Apprenticeship Ambassadors in the Wiltshire area and ensuring we are maximising support from the network to champion the Apprenticeship message amongst other employers. Establish a local Apprentice Ambassador Network, could build from the i-careers project. Develop a suite of local Apprentice/trainee case studies (employer & employee). Continue to use careers fairs, enterprise days etc. Work with the provider base and SFA to develop an Apprenticeship Pop Up Package for use at IAG/Options Evening for schools. Promote the benefits of Apprenticeships to employers through the Wiltshire Business Support Service, FSB IMPRESS Employer Liaison staff, Wiltshire 100 staff and the provider base etc. Engage with the providers of the new Apprentice Graduation Ceremonies once announced. Identify existing tools available and scope out if necessary a career pathways tool to promote the opportunities available via the Apprenticeship family to employers via Chambers business breakfasts, FSB network, IMPRESS Employer Liaison staff, Wiltshire 100 Programme Manager, Apprenticeship Ambassador Network and providers etc. SWTPN have already developed some A4 sheets which map out career progression in a number of sectors against progression in apprenticeship levels. These could be used as a basis to map progression from traineeship level Ensure wrap around support is available for new trainees/Apprentices through IMPRESS Employment Support staff and Wiltshire Skills 4 Success staff built in from the start to support the 'Move On' and progression. Build in progression from Advanced to Higher Apprenticeships (as in 4.3.1). 	Activity measure against target completion date.	Skills Funding Agency	Wiltshire Council, GWP Network, Wessex Association, Chambers of Commerce, Wiltshire Business Support Service and Federation of Small Businesses	<ul style="list-style-type: none"> Survey to identify Ambassador support needs/motivation/interests to be completed by end of October 2014. Have an identified Apprenticeship Ambassador in 90% of secondary schools by end of July 2015 (aspiration to achieve 100% coverage but not considered realistic). Ongoing support to employers via employer engagement/business support routes. 		N/a
4.2.3 Support approaches to embed employment and skills priorities particularly Apprenticeships in local authority planning and procurement, work with partners to maximise opportunities for Apprenticeships from the planned increase in large scale construction schemes in the county and wider SWLEP area.	<ul style="list-style-type: none"> Explore best practice, innovative approaches from other Local Authority/Local Enterprise Partnership areas. Undertake an options appraisal around the various approaches. Establish a clear position on what would be the most suitable approach to take locally, this will need to be articulated by the two Unitary Authorities within the Swindon & Wiltshire Local Enterprise Partnership area and it is recognised that there may be significant opportunities for collaboration but approaches may need to vary between the two UAs. Once a position is established and an approach determined ensure relevant services and sectors are engaged in driving this forwards. 	Activity measure against target completion date. Should ultimately result in increased Apprenticeship opportunities.	Wiltshire Council & Swindon Borough Council	SWLEP and CITB Construction Skills	Baseline and targets to be established.		
4.2.4 Support more schools to recognise the potential Apprenticeships hold for supporting the broad range of occupational areas commonly found in schools.	<ul style="list-style-type: none"> Encourage all Wiltshire's schools to consider the employment of an Apprentice. In particular, encourage and support the employment of Apprentices in more secondary schools as a fantastic way for schools to role model to pupils the benefits of Apprenticeships alongside other post 16 choices. 	Increase take up rate of schools as employers of Apprentices. Should ultimately result in increased Apprenticeship opportunities.	Wiltshire Council	School Partnership Directors, Academy Chains, School Apprenticeship Ambassador Network	Baseline and targets to be established.		

4.2.5 Encourage and support more Wiltshire 100 employers (strategically significant employers to the Wiltshire economy) and employers with graduate schemes or those who recruit through large scale agency work, head hunting etc to consider developing Apprenticeship programmes.	<ul style="list-style-type: none"> Encourage all Wiltshire 100 employers to consider the employment of an Apprentice/develop Apprenticeship programmes. Encourage employers to consider the employment of Apprentices alongside graduate schemes, large scale agency recruitment, head hunting etc. 	Increase take up rate of Wiltshire 100 companies as employers of Apprentices. Should ultimately result in increased Apprenticeship opportunities.	Skills Funding Agency	Wiltshire Council	Baseline and targets to be established.
4.2.6 Support providers with employer engagement to ensure Apprenticeships are employer and learner focused and driven. Also support providers to use available funding in innovative ways to support growth needs (collaborative approaches).	<ul style="list-style-type: none"> Support employer engagement approaches, improve effectiveness of provider/employer/learner liaison. 	Activity measure against target completion date.	GWP Network	Wiltshire Business Support Service, Skills Funding Agency, Wiltshire Council, Federation of Small Businesses and Wessex Association Chambers of	Baseline and targets to be established.
4.2.7 Develop collaborative specialised support to enable SME's and micro businesses and the VCS to engage more fully with Apprenticeships.	<ul style="list-style-type: none"> Develop and deliver joined up tailored support to SMEs, Micros and VCS organisations to help them engage more with the Apprenticeship offer. Invite VCS Representation onto Apprenticeship Growth Group and build capacity of the VCS to engage with Apprenticeships. 	Activity measure against target completion date.	Wiltshire Council	Skills Funding Agency, Wiltshire Business Support Service, GWP Network, Community First, The Learning Curve and Develop	Baseline and targets to be established.
4.2.8 Support employers and providers with the implementation of Apprenticeship Reform measures.	<ul style="list-style-type: none"> Develop and implement a Communications Strategy informing employers and providers of the changes and responsibilities etc. 	Activity measure against target completion date.	Skills Funding Agency	Wessex Association Chambers of Commerce, Wiltshire Business Support Service, Federation of Small Businesses and	Baseline and targets to be established.

PRIORITY 4.3 MAXIMISE OPPORTUNITIES ACROSS THE ENTIRE APPRENTICESHIP FAMILY

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	SUPPORTING PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
4.3.1 Maximise the progression potential from the new family of Apprenticeships from Traineeships all the way through to Higher Apprenticeships. Support progression from Traineeships into Apprenticeships	<ul style="list-style-type: none"> Identify existing tools available and scope out if necessary a career pathways tool to promote the opportunities available via the Apprenticeship family to employers via Chambers business breakfasts, FSB network, IMPRESS Employer Liaison staff, Wiltshire 100 Programme Manager, Apprenticeship Ambassador Network and providers etc. SWTPN have already developed some A4 sheets which map out career progression in a number of sectors against progression in apprenticeship levels. These could be used as a basis to map progression from traineeship level. Ensure wrap around support is available for new trainees/Apprentices through IMPRESS Employment Support staff and Wiltshire Skills 4 Success staff built in from start to support the 'Move On' and progression. Building in progression from Advanced to Higher Apprenticeships (as in 4.3.1). 	Activity measure against target completion date.	GWP Network	Wiltshire Council and Wiltshire Business Support Service	<ul style="list-style-type: none"> Skills Progressions Maps and other tools are updated by end of February 2014. IMPRESS to support under current arrangements until July 2015. Ongoing support to employers via employer engagement/business support routes. 		
4.3.2 Maximise Apprenticeship and Traineeships opportunities particularly for 16-24 year olds.	<ul style="list-style-type: none"> Work with employers to overcome negative perceptions and establish confidence about employing young people straight from school/college. Promote the revised AGE Grant which is being extended from January 2015 to support employers with fewer than 50 employees. Take stock and potentially expand the number of eligible providers/education institutions delivering Traineeships in Wiltshire. Support development of a schools Traineeship pilot. Develop a recognition scheme for Trainees (possibly in the form of a certificate of achievement) and explore the potential to introduce Traineeship and Traineeship Employer categories to the National Apprenticeship Awards. Develop case studies on positive Traineeship Employers and raise awareness of Traineeships during National Apprenticeship Week. Review with Traineeship providers how they are making the programme work and seek to build on successful experiences. 	Should ultimately result in increased Apprenticeship and Traineeship opportunities.	Skills Funding Agency	GWP Network and Wiltshire Council	Baseline and targets to be established.		
4.3.3 Increase Higher Apprenticeships to contribute to meeting Wiltshire's higher level skills challenge (Level 4+) - link Higher Apprenticeship growth to priority sectors, forecast jobs growth and align with delivery of the City Deal.	<ul style="list-style-type: none"> Influence and develop the capacity of the provider base to deliver Higher Apprenticeships. Work with SWLEP to develop pilot Higher Apprenticeship frameworks linked to priority sectors and sectors with skills shortages/hard to fill vacancies. Increase employer interest and commitment to Higher Apprenticeships. Ensure learners understand Higher Apprenticeships as a progression route way as an alternative to University. 	Should ultimately result in increased Higher Apprenticeship opportunities being developed to support higher skills needs in priority sectors.	Skills Funding Agency	Wiltshire Council and GWP Network	Baseline and targets to be established.		

PRIORITY 4.4 INCREASE UPTAKE OF APPRENTICESHIPS BY YOUNG PEOPLE

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	SUPPORTING PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
4.4.1 Undertake further analysis into why Apprenticeship starts are not increasing amongst 16-18 year olds especially.	• Survey young people (Year 11 upwards to age 24) via schools, IYS, JCP, and other organisations working with young people around their awareness and intentions ref. Apprenticeships. Survey parents/guardians/carers and gather anecdotal info and data from training providers. Analyse survey findings to identify the myths, issues around low take-up etc.	Activity measure against target completion date.	Wiltshire Council	GWP Network and School Partnership Directors	To be completed by mid October 2014.	N/a	N/a
4.4.2 Raise the profile of Apprenticeships and address negative stereotypes and outdated perceptions – myth busting.	• Address the myths, issues etc identified through the survey. • Continue to expand the Schools Apprenticeship Ambassador Network. Identify the support needs/interests/motivations of the Apprenticeship Ambassador Network. Run a minimum of one training session a year and produce a quarterly e-newsletter. • Promote the i-careers project to schools and other organisations working with young people • Expand the Apprentice Ambassador Network locally. • Develop a suite of local Apprentice/trainee case studies (employer & employee). • Continue to use careers fairs, enterprise days etc. • Work with the provider base and SFA to develop an Apprenticeship Pop Up Package for use at IAG/Options Evening for schools.	Activity measure against target completion date.	Skills Funding Agency	Wiltshire Council and GWP Network	• Survey to identify Ambassador support needs/motivation/interests to be completed by end of October. • Have an identified Apprenticeship Ambassador in 90% of secondary schools by end of July 2015 (aspiration to achieve 100% coverage but not considered realistic).		N/a
4.4.3 Embed the Apprenticeship message and the progression offered through the Apprenticeship family in CEIAG.	• Support for providers and schools through ongoing development of the Wiltshire Skills 4 Success programme and Your Choices. • Ensure that schools have the required information to help them to encourage students to register on the Apprenticeship Vacancies system and provide support on how to make a successful apprenticeship application.	Should ultimately result in increased AV registrations and Apprenticeship starts. Undertake an annual survey (September) of young Apprentices via providers to ascertain how effective the Apprenticeship message was delivered as part of CEIAG.	Wiltshire Council	GWP Network and School Partnership Directors	Baseline and targets to be established.		
4.4.4 Communications with parents, guardians and other influences to encourage more young people to consider the Apprenticeship route.	• Develop a Communications Plan by end of January 2015 for delivery across 2014/15/2015/16 academic year including (but not limited to) the following: Prepare a 'Your Wiltshire' magazine featurette on Apprenticeships. Engage and present to Youth Parliament Ambassadors to cascade info to teachers. Target public sector employees as potential parents. Target PTAs and School Governors. Explore Apprenticeship livery on Council fleet. Make more effective use of the SFA's online resources that can be accessed via the Apprenticeships website. Ensure Council buildings, public sector buildings, school buildings are utilised to promote the Apprenticeship message. Maximise social media opportunities. Add value to SFA national marketing campaigns.	Activity measure against target completion date.	Wiltshire Council	School Partnership Directors	Communications Plan developed by end of January 2015 for delivery across 2014/15 and 2015/16 academic years.	N/a	
4.4.5 Encourage and support the employment of Apprentices in schools as a fantastic way for schools to role model to pupils the benefits of Apprenticeships.	• Encourage all Wiltshire's secondary schools to consider the employment of an Apprentice.	Increase take up rate of schools as employers of Apprentices.	Wiltshire Council	School Partnership Directors	Baseline and targets to be established.		
4.4.6 Work with employers and providers to raise the quality of Apprenticeships. Reduce the number of Apprenticeships less than 30 hours a week/increase average weekly wage - in line with average wage. Raise the esteem of Apprenticeships so they don't undervalue them.	• Influence through the Provider Forum and Employer Forum once established. • Introduce an Apprentice Employer and Apprentice category as part of the Wiltshire Business Awards. • Encourage local providers to put forward employers and apprentices for regional and national Apprenticeship Awards ceremonies and prepare good news stories for award winners to be used in local growth campaigns.	Activity measure against target completion date.	Wiltshire Business Support Service	GWP Network & Wiltshire Council	To be completed by end of March 2015.	N/a	N/a

Appendix Three

Increasing Participation and Employment Plan

PRIORITY 1.1: IMPROVE THE QUALITY AND EXTEND THE CHOICE OF EDUCATION AND TRAINING PROVISION IN ORDER TO MEET CURRENT AND EMERGING NEEDS

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
1.1.1 Ensure that provision meets employer needs.	<ul style="list-style-type: none"> Undertake a strategic analysis of skills requirements in Wiltshire. Use findings to ensure that the training offer meets and addresses the skills requirements of local employers, identify any gaps and develop strategies to address those gaps including any capacity building requirements for training providers. Ensure education/training providers are working with industry to equip people to meet the current and emerging skills needs. Support providers with employer engagement. Through Wiltshire Skills 4 Success support more schools to achieve Careers Mark accreditation for CEIAG and support all schools/colleges with free access to a new Wiltshire Careers Education Programme developed with input from local schools and employers. Apply a focus on key skills demands of local industry (particularly STEM) with provision of relevant training and qualifications to enable a seamless transition post-16. Use UTC links to deliver training in schools. Ensure qualifications are appropriate to intended career path and have curricular relevance to the workplace. 	<p>Increased levels of employer engagement.</p> <p>Employers able to fill their vacancies with suitably skilled people.</p> <p>Positive feedback from industry.</p> <p>Match achieved between local priorities and local provision.</p> <p>STEM courses starts and achievements.</p> <p>Activity measure against target completion date.</p>	Wiltshire Council, local schools, Wiltshire College, Employer Forum and Provider Forum.	Baseline and targets to be established		
1.1.2 Ensure that provision meets learner needs.	<ul style="list-style-type: none"> Secure improved attainment of Maths and English at Level 2 - Draw post 16 providers together and ensure pathways are secure for young people to study to these levels in alternative environments as well as schools or college. Ensure young people have a suitable intended destination and post 16 provision offer (September Guarantee). Obtain more robust local data around destinations. Use RONI data to support providers to know anticipated levels of need and geographical areas to target resources. Extend provision and choice in short term bridging interventions and introduce multiple entry points on courses and programmes. January college starts are an issue need to ensure enough young people are ready for courses to run. Work with providers to develop a learning gateway as a stop gap for young people in between courses. Work with providers to develop more flexible study programmes post 16 e.g. roll on roll off. Strengthen links with schools to form a referral gateway for the most vulnerable - develop niche education provision with a system to cater for individual journeys through learning (enrolment issue). Address the lack of alternative curriculum. Pilot new courses and develop provision that can be rolled out by schools themselves including practical PSD activities. Work with schools to continue to develop the pre 16 accredited provider list. Review alternative provision post 16. Develop more ESOL training provision for those who need to learn English if not their first language. Establish a cross cutting task group and complete the Self-Assessment Form to prepare for the Ofsted review of 14-19 education and training provision which evaluates and reports on how effectively the education and training strategy and provision for 14-19 year olds within a local authority area. In the form of an Action Plan, ensure findings are acted on and recommendations implemented to help the local authority and its partners continue to improve the quality of education and training and to raise standards. Support approaches to raise the quality of FE teaching and learning to reach a consistent high standard across all campuses. Support approaches to improve the condition of the FE estate in Wiltshire (currently the 2nd poorest nationally). 	<p>Increase in attainment in Maths and English at L2.</p> <p>Individuals able to achieve commensurate with their skills and potential.</p> <p>Monitoring of devolved funding to access alternative provision at accredited providers.</p> <p>Successful transitions to post 16 learning and beyond.</p> <p>Improved retention rates.</p> <p>Reduction in NEET.</p> <p>Increased choice and quality in provision.</p>	Wiltshire Council, local schools, Wiltshire College and Provider Forum.	Baseline and targets to be established		
1.1.3 Narrow the gaps – secure better outcomes for those most disadvantaged e.g. care leavers, those with health and disability issues etc ensuring provision meets the needs of those who face barriers/are most vulnerable to disengagement.	<ul style="list-style-type: none"> Ensure not knowns are known. Review IAG for vulnerable groups. Deliver bespoke provision for vulnerable groups based on previous evidence of impact. Upskill those working with vulnerable people to ensure they have the requisite knowledge to support their service users. Develop and deliver relevant training for support staff. Further Working with alternative curriculum providers to better evidence impact and outcomes of devolved funding (used to be for YPSS) (KS4). Explore collaborative working between smaller providers offering niche provision to produce a more complete package for disadvantaged young people. Continue to develop the Aspire programme for care leavers. Deliver mentoring and key work support/Individual Resilience Training through Wiltshire Skills 4 Success. Support the effective targeting of 16-19 Bursary fund. 	Measure improvements in narrowing the gaps between disadvantaged and others in terms of attainment and destinations.	Wiltshire Council, Community First/Youth Action Wiltshire, Provider Forum, Wiltshire College and Provision for Vulnerable People Group.	Baseline and targets to be established		
1.1.4 Establish new relationships with schools due to changes in the provider base e.g. the formation of academies, free schools, UTCs etc.	<ul style="list-style-type: none"> Strengthen partnership working through WASSH and education partnerships/academy chains etc. 	Positive feedback from schools around partnership working and engagement with the Local Authority and other providers.	Wiltshire Council, Providers Forum and local schools.	Baseline and targets to be established		

PRIORITY 1.2: INCREASE PARTICIPATION IN EDUCATION OR EMPLOYMENT WITH TRAINING IN LINE WITH RPA LEGISLATION AND STATUTORY DUTIES ON LOCAL AUTHORITIE:

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
1.2.1 Engage and target support to young people early using the Risk of NEET Indicator (RONI). Develop an early intervention team approach in schools liaising with parents, guardians and other influences to encourage and support progression amongst more young people. This would bring additional support outside of the formal learning offered at school.	<ul style="list-style-type: none"> • Enable schools to use the RONI to target support at young people who are most vulnerable to becoming NEET to include referral to early intervention youth and preventative services as appropriate. • Support schools to ensure that young people have a suitable offer of a place in learning post 16 (September Guarantee). • Increase the range and quality of alternative curriculum - explore the potential for a joint Wiltshire Council and VCS application for 14-16 'turn around' education programmes. • Through the Your Choices www.wiltshirechoices.org.uk website consolidate information available to schools and professionals on provision available for those students pre-16 at risk of exclusion/NEET. • Engage National Citizenship Service delivery to provide a 'bridging provision' during summer holidays for year 11's at risk of NEET. • Identify target groups and measure specific outcomes for example 'Young Carers' or those in care develop a range of bespoke support and evidence impact. • Create and distribute a Young Carers support pack to each school focussing on prior learning on how best to support these young people to achieve in education and through transitions, identify a lead for young carers work in each school and evidence impact of work. 	<p>Proportion of 16 year olds with September Guarantee offer.</p> <p>Proportion of year 11 learners who make a successful transition to post 16 learning or other RPA compliant destination.</p> <p>Improved attainment and outcomes for vulnerable groups.</p> <p>Reduction in NEET.</p> <p>Activity measure against target completion date.</p>	Wiltshire Council, local schools, Wiltshire College, Community First/Youth Action Wiltshire, VCS, National Citizenship Service, EFA and provider Forum.	Baseline and targets to be established		
1.2.2 Improve transition support for Year 11 leavers especially over the summer to ensure post-16 engagement for young people they recognise as in danger of NEET. Develop a personalised offer of PSD and key work (intensive from the Spring through to August as soon as young people finish exams or for most of these when the school says they are off roll) and again in the winter for those who don't end up attending college or drop out quickly but who don't get picked up or noticed for months at which point they are much harder to re-engage.	<ul style="list-style-type: none"> • Improve early identification of young people in danger of NEET, provision is reliant on referrals. early identification of college applicants through intended destination process. • Build on established links between schools and FE to support the transition to College and improve retention. Create a supported link from existing and new providers to the college to ensure take up of January start courses. Support school and SE linkage with employers to support the tracking of the transition from education to employment. • Develop robust partnership processes to pick up those who drop out post 16 and focus on moving on those who complete 1 year courses. Ensure data agreement in place to report drop outs (all providers), adhered to and monitored. • Consider piloting an incentive led approach for existing providers to work closer together to create broader pathways for young people. • Develop a personalised offer of PSD and key work (intensive from May/June through August as soon as young people finish exams or for most of these when the school says they are off roll) and again in the winter for those who don't end up attending college or drop out quickly but who don't get picked up or noticed for months at which point they are much harder to re-engage. Identify ways to increase Project Inspire type provision beyond Wiltshire Skills 4 Success and create a consortium of providers to expand this offer to young people. • Explore joint working with the National Citizenship programme. • Through Wiltshire Skills 4 Success access mentors from business to support young people to make a successful transition and sustain their place in EET. • Use participation data which is available at ward level to identify 'hotspots' and cross refer with provision in these areas to undertake closer analysis of barriers to learning in the wards where participation is not as high as it could be. • Commission a piece of work looking at post 16 holistically in terms of CEIAG, in learning, participation, drop out, numbers undertaking 1 year courses at 16, provision from 17, spatial factors including NEET, curriculum opportunities, choice of provision, opportunities to make curriculum more complementary to growth priorities and develop more synergy between College and SSSF curriculum etc. Use findings to inform how we can work most effectively with schools, the College and other providers and employers to support progression, employability and quality going forward. 	<p>Increased engagement during summer months.</p> <p>Reduction in NEET.</p> <p>Improved retention at college.</p> <p>Effective data agreements in place with all providers.</p> <p>Activity measure against target completion date.</p>	Wiltshire Council, local schools, Wiltshire College, Community First/Youth Action Wiltshire, VCS, National Careers Service, EFA, National Citizenship Programme and Provider Forum.	Baseline and targets to be established		
1.2.3 Develop a targeted offer for 18 year old NEETS to move into employment or training.	<ul style="list-style-type: none"> • Clear pathways marketed and understood by referrers and young people. • A range of bridging and niche provision e.g. work experience, short bite sized courses focused on work related skills, transport solutions, employability skills, traineeships and supported links into apprenticeships. • Build on the success of earlier successful programmes such as the Future Jobs Fund. 	<p>Reduction in NEET.</p> <p>Activity measure against target completion date.</p>	Wiltshire Council, VCS, DWP, National Careers Service, local schools, Wiltshire College, Provider Forum and local employers.	Baseline and targets to be established		

PRIORITY 1.3: SUPPORT THE DELIVERY OF EFFECTIVE AND IMPARTIAL CEIAG AND SUPPORT SKILLS DEVELOPMENT AT ALL LEVELS TO ENSURE EMPLOYABILITY, SUSTAINABILITY, CAREER PROGRESSION AND PROMOTE A CULTURE OF CONTINUOUS DEVELOPMENT, LIFELONG LEARNING AND OPPORTUNITY FOR ALL

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
1.3.1 Ensure CEIAG is delivered using much more experiential techniques. Develop career learning to actively get professionals and young people working together to explore and understand the career landscape.	<ul style="list-style-type: none"> Through Wiltshire Skills 4 Success support more schools to achieve Careers Mark accreditation for CEIAG and support all schools/colleges with free access to a new Wiltshire Careers Education Programme developed with input from local schools and employers. Broker employer engagement for schools and support earlier education and business liaison and the development of a stronger vocational training offer to provide routes into our priority sectors. Facilitate meaningful education/business partnerships through WS4S core activities such as Role Models and Mentors from Business, Enterprise Days etc. Encourage people to realise it is possible to turn jobs into careers – attitude to work can open up doors to developing your career. Through both the WorkWiltshire www.workwiltshire.co.uk and Your Choices www.wiltshirechoices.org.uk websites map education and training provision in Wiltshire and communicate the offer in a joined up way promoting the vocational alongside other routes. Identify ways local employers can support the up-skilling of CEIAG teachers/IAG advisors possibly through a series of industry placements/insight to industry days to ensure their knowledge of industry developments is as fresh as practically possible. 	School and student/adult learner take up, employer engagement. Activity measure against target completion date. Delivery against key milestones.	Wiltshire Council, National Careers Service, local schools, Wiltshire College, Provider Forum and local employers.	WS4S Phase 1 targets already exceeded for no. of yp supported. Baseline and targets to be established for other activity.	Baseline and targets to be established	
1.3.2 Develop smarter pathways to employment - the pathways into some industries are not obvious. Single entity career pathways are a thing of the past, today the routes a person can take are more varied and not clear enough/promoted well enough.	<ul style="list-style-type: none"> Through Wiltshire Skills 4 Success embed Apprenticeships, self employment and STEM careers in CEIAG. Encourage schools to invite representatives from local companies to deliver presentations about their apprenticeship programmes to students. Promote and encourage more work experience opportunities, traineeships, internships and volunteering etc. Explore the development of and pilot a new short course aimed at women returners to the workplace with a focus on different work pathways e.g. Health and Social Care; Early Years and Childcare; Business Admin etc and will include work experience/work placement opportunities to encourage experiential learning and career development. Work with Sector Skills Councils to promote individual sectors and the associated career paths, particularly in sectors where employers are facing skills gaps e.g. create and distribute short film case studies. 	School and student/adult learner take up, employer engagement. Activity measure against target completion date. Delivery against key milestones.	Wiltshire Council, National Careers Service, local schools, Wiltshire College, Provider Forum, local employers, VCS, Volunteer Centre Wiltshire and Sector Skills Councils.	Baseline and targets to be established		
1.3.3 Develop approaches to broaden horizons, retrain, re-skill and up-skill. Identify transferable skills and alternative occupations.	<ul style="list-style-type: none"> Identify where employers are already experiencing success and demonstrating good practice in this area and attempt to replicate with others. Further develop Learning In C4 curriculum offer to target and appeal to the unemployed and returners to work. Ensure courses offer adults the opportunity to retrain, re-skill and up-skill and include embedded IAG and progression pathways are centre at to the learning programme. Raise aspiration where there is potential to progress from a Level 2 to Level 3 qualification and in turn from Level 3 to Level 4 and above. Increase understanding of why this is important and collate pay statistics for example to show how pay scales are influenced by qualification level. Realise the potential of people trapped in low wage work through training and advice to help them develop appropriate aspiration, achieve progression, independence and resilience in the workplace and support them into higher paid more productive employment. Use unit accreditation and volunteer placements to enable learners to achieve qualifications. raise their skills levels and improve career prospects. Realise the potential of older workers – support older people to either remain in or return to the labour market. Promote examples of supportive employers. Target older learners and encourage them to update or acquire new skills particularly in computing and information technology. 	School and student/adult learner take up, employer engagement. Activity measure against target completion date. Delivery against key milestones.	Wiltshire Council, National Careers Service, Wiltshire College, Provider Forum, local employers, VCS and Volunteer Centre Wiltshire.	Baseline and targets to be established		

PRIORITY 1.4: DEVELOP EMPLOYABILITY AND SOFT SKILLS TO PROVIDE A BETTER BALANCE AND FOCUS BETWEEN ATTITUDINAL VALUES, VOCATIONAL SKILLS AND ACADEMIC ACHIEVEMENT

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
1.4.1 Support young people to develop a core skills set of employability and informal skills and gain the right experience to best prepare them for the world of work and ensure a successful transition from school into further education/training or work and ultimately adulthood.	<ul style="list-style-type: none"> Through Wiltshire Skills 4 Success support more schools to achieve Careers Mark accreditation for CEIAG and support all schools/colleges with free access to a new Wiltshire Careers Education Programme developed with input from local schools and employers. Broker employer engagement for schools and support earlier education and business liaison and the development of a stronger vocational training offer to provide routes into our priority sectors. Facilitate meaningful education/business partnerships through WS4S core activities such as Role Models and Mentors from Business, Enterprise Days etc. Encourage people to realise it is possible to turn jobs into careers – attitude to work can open up doors to developing your career. Work with Sector Skills Councils to promote individual sectors and the associated career paths, particularly in sectors where employers are facing skills gaps e.g. create and distribute short film case studies. Through both the WorkWiltshire www.workwiltshire.co.uk and Your Choices www.wiltshirechoices.org.uk websites map education and training provision in Wiltshire and communicate the offer in a joined up way promoting the vocational alongside other routes. Work with alternative post 16 providers to develop bespoke provision for those who are NEET concentrating on employability skills and employment specific training and provision. Promote and encourage more work experience opportunities, traineeships, internships etc. Work with Governor Services to identify employer representatives already on governing bodies, identify governor vacancies and share relevant vacancies with employers using existing employer networks to inform employers on importance of employer representation on school governing bodies. Explore the possibility of developing a National College model in Wiltshire. Encourage schools to establish alumni networks to provide inspiration and career insights through assemblies and workshops and enhance core curriculum lessons and offer work experience placements. 	School and student take up, employer engagement. Destination outcomes released 2017/18. Increasing participation rates/tracking. Increased recruitment of employer governors. Activity measure against target completion date. Delivery against key milestones.	Wiltshire Council, local schools, South Wiltshire UTC, Wiltshire College, Provider Forum, local employers and Sector Skills Councils.	WS4S Phase 1 targets already exceeded for no. of yp supported. Baseline and targets to be established for other activity.	Baseline and targets to be established	
1.4.2 Raise the value and quality of volunteering opportunities to acquire training, develop skills and a productive route towards future employment. Support the VCS to extend the range of opportunities available to those who would like to volunteer.	<ul style="list-style-type: none"> Promote outcomes through press releases and case studies. Maximise the use of awards such as V to recognise volunteers achievements. Promote SPICE Time Credits as an incentive/ route into volunteering. Cascade volunteer policy for all VCS organisations to use if they wish to. Identify opportunities to develop partnership working with the VCS e.g.. The Repair Academy. Work with VCS to develop a targeted campaign to advertise the benefits of volunteering, training opportunities for volunteers/voluntary services and existing volunteering opportunities available. Work with Volunteer Centre Wiltshire to build capacity in VCS. 	Activity measure against target completion date. Outcomes of those engaged with such programmes - into EET figures. Time Credit hub monitors uptake/time credit spend and credit numbers to be re-issued. Increased take up of volunteering.	Wiltshire Council & VCS.	Baseline and targets to be established		
1.4.3 Address the Work Experience gap. Provide opportunities for people to broaden their horizons, gain real world insight and develop their knowledge of how business works. There is no longer a co-ordinated approach for work experience. Employers are being approached by multiple institutions to provide work experience. There will be an increasing onus on schools to ensure work experience placements post 16.	<ul style="list-style-type: none"> Ensure schools appropriately risk assess work experience placements - provide support perhaps centrally to create a database of work experience providers this could be used by schools and post 16 providers. Scope out potential model for centralising work experience coordination across the County/work with existing work experience organisers. Work with employers to increase number of work experience placements on offer. Explore the potential to Quality Mark employers who provide placements and publicly thank. Continue with Work experience opportunities for unemployed through the DWP Youth Contract. Encourage public sector organisations to provide more opportunities for those who are NEET and support them to develop such activity. 	Activity measure against target completion date. OFSTED monitor and report on work experience as an integral part of the inspection of provision for 16-19 years olds.	Wiltshire Council, local schools, Wiltshire College, Provider Forum, local employers and Public Services Board.	Baseline and targets to be established		

PRIORITY 2.1: DEVELOP TARGETED INTERVENTIONS/PROGRAMMES FOR VULNERABLE GROUPS

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
2.1.1 Support young people's personal development and individual resilience. Low confidence and self esteem is a significant issue within the cohort often displayed in a variety of challenging behaviours and can and does effect young people's progression into EET post 16.	<ul style="list-style-type: none"> Through Wiltshire Skills 4 Success deliver Individual Resilience Training to vulnerable young people aged 16-24. Support the VCS to demonstrate it's work in this area through the use of nationally recognised measuring tools such as VIEWS etc. Assess gaps and identify where provision can be expanded/new provision developed. Support schools and colleges to develop and access funding to deliver tailored solutions for some individuals. Identify those who are most vulnerable and undertake targeted wok to deal with issues before they become embedded. 	Activity measure against target completion date.	Wiltshire Council, Community First: Youth Action Wiltshire, VCS and local schools.	Baseline and targets to be established		
2.1.2 Explore developing a peer role model/mentor network of inspirational people who have successfully overcome significant barriers and are willing to share their stories and experience with others.	<ul style="list-style-type: none"> Ensure that there is adequate promotion and recognition of those involved and that the value is recognised by stakeholders and the individuals themselves. Ensure the use of it, maximising support for individuals who can not have 1-2-1 face to face support from a mentor due to geography, confidence, etc. 	Activity measure against target completion date.	Wiltshire Council, Provider Forum, and the Provision for Vulnerable People Group.	Baseline and targets to be established		
2.1.3 Explore the establishment of a NEET Prevention Social Impact Bond. This would involve a consortium of providers coming together to deliver early intervention to young people who are at risk of becoming NEET, targeting vulnerable groups and areas with high levels of deprivation.	<ul style="list-style-type: none"> Facilitate formation of a consortium. Support evidencing of work. Investigate alternative funding or the possibility of underpinning funding if Social Impact Bond application is unsuccessful. 		Wiltshire Council, VCS and SWLEP partners.	Baseline and targets to be established		
2.1.4 Improve tracking and reduce the 'Not Known' rate amongst 16-18 year olds.	<ul style="list-style-type: none"> Review existing processes and consider developing a new/improved system drawing on the knowledge of a wide range of professionals who have contact with 16-18 year olds. Explore the viability of investing in the tracking 'call centre'. Utilise existing resources and encourage schools, other organisations, young people and families to be part of the solution. 	Activity measure against target completion date.	Wiltshire Council, local schools, Wiltshire College, Community First/Youth Action Wiltshire, DWP etc.	Baseline and targets to be established		
2.1.5 Identify and engage with those invisible to the labour market – explore ways to identify and engage those aged 18+ who are not participating and not claiming.	<ul style="list-style-type: none"> Research how other areas have successfully identified and engaged 'invisible individuals'. Explore ways to best express to these young people what the benefits of engaging with provision/services are. Consider the costs involved in investing in contact time as they need to be found and then appropriate support offered this is expensive and outcomes can be low but if measured over a substantial period of time results have been shown to be cost effective. 	Activity measure against target completion date.	Wiltshire Council, Wiltshire College, Community First/Youth Action Wiltshire, DWP etc.	Baseline and targets to be established		
2.1.6 Develop specialist personalised and tailored employment support for vulnerable groups and those most disadvantaged including but not limited to those with long term and enduring mental health issues, those suffering from physical disabilities and ill health, those with caring responsibilities, those with learning difficulties and disabilities and teenage parents.	<ul style="list-style-type: none"> Map existing support, assess gaps and where required expand provision/develop further support, ensuring it can be personalised, tailored and that there is flexibility. Improve information and advice to sustain them in employment. Work with employers to reduce stigma and discrimination in the workplace and promote the concept of them protecting their employees' wellbeing. Work collaboratively with DWP and other relevant agencies to ensure provision does not overlap with existing provision but adds value and enhances. Ensure provision meets the needs of those who face barriers and are most vulnerable to disengagement. 	Activity measure against target completion date.	Wiltshire Council and DWP.	Baseline and targets to be established		
2.1.7 Develop provision and support to prevent offenders re-offending.	<ul style="list-style-type: none"> Map existing support for ex-offenders. Assess gaps and where required expand provision/develop further support, ensuring it can be personalised, tailored and that there is flexibility. Formally link YOT to providers network and referral pathway. 	Activity measure against target completion date.	Wiltshire Probation CRC and Wiltshire Council.	Baseline and targets to be established		
2.1.8 Support Wiltshire's Looked After Children to raise attainment and move into education, employment and training.	<ul style="list-style-type: none"> Collate and cascade best practice amongst those working with this cohort. Ensure the full offer from providers reaches these young people. Explore the possibility to invest in additional 1:1 and bespoke support. 	Activity measure against target completion date.	Wiltshire Council	Baseline and targets to be established		
2.1.9 Assist young people with SEND to prepare for employment and sustain varying levels of paid employment with local employers including Apprenticeships. Develop a Supported Internship programme for young people with severe learning difficulties and/or disabilities aged 16 to 24.	<ul style="list-style-type: none"> Map existing support for young people with SEND. Assess gaps and where required expand provision/develop further support, ensuring it can be personalised, tailored and that there is flexibility. Support employers to engage in this work. Continue to develop and extend the Supported Internship Programme. 	Activity measure against target completion date.	Wiltshire Council and Wiltshire College.	Baseline and targets to be established		
2.1.10 Early intervention for unemployed older workers to prevent long term unemployment.	<ul style="list-style-type: none"> Develop bespoke IAG materials for this group Provide this group with opportunities to access voluntary work, temporary work and training opportunities. 	Activity measure against target completion date.	Wiltshire Council and DWP.	Baseline and targets to be established		
2.1.11 Develop more effective linkage with the troubled families agenda.	<ul style="list-style-type: none"> Invest time to link up relevant staff and partners and develop effective joint working. 	Activity measure against target completion date.	Wiltshire Council	Baseline and targets to be established		

PRIORITY 2.2: ADDRESS INSTITUTIONAL/SYSTEM/CULTURAL/INFRASTRUCTURE BARRIER:

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
2.2.1 Develop ways to overcome the challenges associated with Wiltshire's rurality which hamper delivery - transport is a key barrier to EET (length of journey, availability and costs of public transport, costs of car ownership etc).	<ul style="list-style-type: none"> Review existing transport provision and previous initiatives. Review transport provision and initiatives in other rural areas in the UK. Identify viable models to deliver training opportunities in rural areas. Maximise the use of IT in delivering training in a format that allows people to access from home, and at a time which suits them. Ensure individuals have access to IT equipment and broadband connections. Consider investing in bespoke solutions such as Wheels 2 Work and car sharing schemes. 	Activity measure against target completion date.	Wiltshire Council, Provider Forum, Wiltshire College and Community First.	Baseline and targets to be established		
2.2.2 Overcome the limited availability of before and after school childcare in some communities which are too small to make it viable. Improve the availability of weekend and very late/very early opening childcare across the county. Costs of childcare are also a significant barrier. Support childcare provision to offer a high quality experience for children.	<ul style="list-style-type: none"> Support schools to identify demand for before and after school childcare. Support schools to access grants to assist them developing their own own before/after school childcare provision and to ensure quality of provision. Through Project IMPRESS provide financial support with upfront childcare costs during the transition from unemployment to employment. Promote examples of local employers who offer childcare schemes. Explore what 'wrap around child care' looks like? 	Activity measure against target completion date.	Wiltshire Council, local schools and local employers.	Baseline and targets to be established		
2.2.3 Improve financial literacy and health literacy.	<ul style="list-style-type: none"> Review current provision and consider ways to improve it. Work with existing stakeholders e.g. PSA's, Sure Start, social services to ensure that support re: finances and health is promoted and accessed. Deliver local workshops in deprived wards to assist individuals with financial and health literacy. Link and promote existing initiatives. Ensure Basic Skills (Literacy and Numeracy) and health work is embedded in all other provision. 	Activity measure against target completion date.	Wiltshire Council, Provider Forum, Wiltshire Money, PCT etc.	Baseline and targets to be established		
2.2.4 Support people to overcome cultural/attitudinal barriers associated with having an offender record.	<ul style="list-style-type: none"> Identify the type of support required through talking to relevant stakeholders and where possible, affected individuals. Ensure these individuals are identified as needing support. Expand/support existing initiatives to help provide the right support to these individuals/groups. Promote case studies of positive impact. 	Activity measure against target completion date.	Wiltshire Council, Probation CRC, DWP etc.	Baseline and targets to be established		

PRIORITY 3.1: SUPPORT THE TRANSITION FROM NEET TO EET

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
3.1.1 Understand more about the causes of NEET and barriers to participation.	<ul style="list-style-type: none"> Survey young people including those who do not engage with provision/access youth services. Support all providers to evidence why and how they do what they do - facilitate SROI model for all to use and evidence impact of their work. 	Activity measure against target completion date.	Wiltshire Council, Provider Forum, Provision for Vulnerable People Group, Wiltshire College, Community First/Youth Action Wiltshire and DWP.	Baseline and targets to be established		
3.1.2 Ensure referral processes are followed correctly and the most appropriate referral is made in the first place.	<ul style="list-style-type: none"> Through both the WorkWiltshire www.workwiltshire.co.uk and Your Choices www.wiltshirechoices.org.uk websites map education and training provision in Wiltshire and communicate the offer in a joined up way. Provide support for all professionals working in this area to improve the quality and accuracy of referrals. 	Activity measure against target completion date.	Wiltshire CouncilProvide r Forum and Provision for Vulnerable People Group.	Baseline and targets to be established		

PRIORITY 3.2: DEVELOP INNOVATIVE ACTIVITY TO PREVENT THE 'REVOLVING DOOR' EFFECT AND IMPROVE RETENTION OF EMPLOYMENT

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
3.2.1 Understand more about the difficulties of sustaining participation in provision/learning or work.	<ul style="list-style-type: none"> Identify why things are not working for certain individuals/groups – what are the levers for change? Pull together evidence from providers and relevant organisations on previous work. Talk to individuals facing this issue to gather evidence needed for changes to existing support. Improve links between Job centres, employers and niche providers/specialist support services e.g. Mindful Employer, IAPT (talking therapies), promotion of access to work. Focus on raising awareness, challenging attitudes of employers to those facing significant employment and personal barriers. 	Activity measure against target completion date. Activity measure against target completion date. Delivery against key milestones.	Provider Forum, Provision for Vulnerable People Group, Wiltshire Council, DWP and Wiltshire College.	Baseline and targets to be established		
3.2.2 Provision of in-work support to enable people to keep a job in the early stages of transition to work and a focus on career advancement thereafter.	<ul style="list-style-type: none"> Through Project IMPRESS and other provision aimed at supporting people to sustain work such as the Wiltshire Employment Support Team (WEST), support individuals with the transition to employment and help them to keep a job in the early stages and support them to develop in their careers in line with their potential. Improve links and information to organisations who are supporting young people into EET about where business employment mentors are and what they can provide. Improve transition arrangements and referral procedures between exiting organisations and ongoing support. Improve information for vulnerable groups such as those with learning difficulties and disabilities on their employment rights, available support, adaptations and technology support. 	Activity measure against target completion date. Delivery against key milestones.	Provider Forum, Provision for Vulnerable People Group, Wiltshire Council, DWP and Wiltshire College.	50 individuals supported by March 2015 of which 125 to sustain employment, 50 individuals to benefit from skills development and 13 individuals to achieve career advancement.	N/a	

PRIORITY 4.1: SUPPORT EMPLOYERS WITH WORKFORCE DEVELOPMENT, UP-SKILLING AND SUCCESSION PLANNING

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
4.1.1 Create a dedicated one stop shop to offer employers support with training needs analysis and brokering the most appropriate provision.	<ul style="list-style-type: none">• Build the capacity of the GWP Provider Network to become the formally recognised provider forum serving both the Wiltshire Education, Employment & Skills Board and the Swindon Skills & Employment Board bringing together the principal partners engaged in the delivery of education, employment and skills related services and training in the SWLEP area. This will provide a regular and structured opportunity for the full range of providers operating across Swindon and Wiltshire to engage with each other, the Local Authorities and key agencies around: sharing information, successes, and concerns; sharing resources and partnering arrangements e.g. with organisations who can offer activities which complement the training offer; provide a forum for the Local Authorities and funders to present and initiate discussion on any issues concerning provision; support providers to improve and develop good practice, stimulate and meet demand from employers; provide a forum for new initiatives and funding arrangements to be explained and discussed.• Develop the earlier Employer Forum model approach to undertake a strategic analysis of skills requirements in Wiltshire. Use findings to ensure that the training offer meets and addresses the skills requirements of local employers, identify any gaps and develop strategies to address those gaps including any capacity building requirements for training providers. Ensure the model engages with appropriate strategic industry-focused organisations such as Sector Skills Councils, trade representative bodies, HR Director Networks, business representative bodies such as FSB and local Chambers of Commerce.• Ensure provision is tailored to meet sector needs and is delivered within a structure that allows SMEs and Micros to attend.• Support business leaders and management teams with leadership and management skills to support growth.• Support employers to recognise transferrable skills to bridge gaps and ensure maximisation of skills utilisation.• Support employers with talent management and staff retention.	Activity measure against target completion date.	Wiltshire Council, Swindon Borough Council and Provider Forum	Baseline and targets to be established		
4.1.2 Support SME and Micro Businesses with specialist employment skills to retain, develop and grow their workforce.	<ul style="list-style-type: none">• Through Project IMPRESS provide a range of support for eligible SME and Micro Businesses including: Human Resources advice and guidance, recruitment and induction support, workforce development and up-skilling support, future workforce needs planning, employee engagement and staff retention support, overall encouragement with good employment practice and conflict management support.	Activity measure against target completion date. Delivery against key milestones. Number of businesses supported.	Wiltshire Council	280 businesses supported by July 2015	N/a	
4.1.3 Support employers to identify their employment and skills needs and understand the landscape of provision and support available. Ensure communication to employers is accessible, in a simple format, easy to understand and to the point.	<ul style="list-style-type: none">• Through both the WorkWiltshire www.workwiltshire.co.uk and Your Choices www.wiltshirechoices.org.uk websites map education and training provision in Wiltshire and communicate the offer in a joined up way.• Create opportunities for providers to talk about what they can offer and to find out more about what employers are looking for specifically.	Activity measure against target completion date.	Wiltshire Council, Provider & Employer Forums.	Baseline and targets to be established		
4.1.4 Raise the profile of the benefits of skills training amongst employers. Persuade companies of the bottom-line business benefits of investing in training and development.	<ul style="list-style-type: none">• Raise the profile of training amongst employers, through the Education, Employment & Skills Board (EESB), the SWLEP, provider and employer forums such as the Chambers of Commerce, the FSB, Wiltshire Business Support Service and Sector Skills Councils.• Through a dedicated Provider Forum marketing campaign group, deliver a marketing strategy to promote training and more effective employer engagement and retention with regard to skills development.• Apply a focus on sectors with skills shortage vacancies and 'hard to fill' vacancies such as the care sector. In the case of the Care sector engage with the Care Skills Partnership and their Careers in Care sub-group.	Activity measure against target completion date.	Wiltshire Council, Provider & Employer Forums and Sector Skills Councils.	Baseline and targets to be established		

PRIORITY 4.5: IMPROVE ACCESS TO HE FACILITIES AND COURSES WHICH SUPPORT GROWTH SECTORS AND OPPORTUNITIES

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
4.5.1 Encourage progression from Level 3 to Level 4 and grow higher level skills across the whole working age population particularly Level 4 and above.	<ul style="list-style-type: none"> • Create bespoke turn around provision for those who drop out of AS/A levels - investigate need for and pilot provision for young people academically able (doing AS/A levels) but struggling with confidence and self-esteem there is a growing recognition for the need for this work. • Work with Employers and Open University/other HE providers to promote E-Learning/distance learning L4+ courses. • Promote higher apprenticeships targeted at those who are new to a job or role that requires sustained and substantial training, through various channels, including publicity, events etc. • Promote local HE full time and part time opportunities as an alternative to moving away to study. 	Increased uptake of L4+ qualifications reported by OU and other HE providers that deliver to Wiltshire residents. Increase in higher apprenticeship starts. Increased uptake of L4+ qualifications by those residing in Wiltshire.	Wiltshire Council, SWLEP partners, Skills Funding Agency, Provider Forum, Wiltshire College, local employers and local schools.	Baseline and targets to be established		
4.5.2 Generate a new group of learners (perhaps with a vocational partiality) that could be inspired to progress to HE who might not otherwise consider learning at higher levels as an option, or who may be discouraged by social, cultural, economic or institutional barriers.	<ul style="list-style-type: none"> • Promote higher apprenticeships as above and work with employers to develop such programmes. • HE fails to enable pupils and also adults to find out about HE courses. • Promote financial support systems (24+ loans) to adults looking to progress to HE via an Access to HE course. • Bite-size degree course taster classes at community campuses, local colleges and other community venues. 	Activity measure against target completion date. More local employers engaged in Higher Apprenticeships. Increase in Higher Apprenticeship opportunities offered by local employers. Increase uptake of Access to HE courses.	Wiltshire Council, SWLEP partners, Skills Funding Agency, Provider Forum, Wiltshire College, local employers and local schools.	Baseline and targets to be established		
4.5.3 Generate a new group of learners (perhaps with a vocational partiality) that could be inspired to progress to HE who might not otherwise consider learning at higher levels as an option, or who may be discouraged by social, cultural, economic or institutional barriers.	<ul style="list-style-type: none"> • Promote higher apprenticeships as above and work with employers to develop such programmes. • HE fails to enable pupils and also adults to find out about HE courses. • Promote financial support systems (24+ loans) to adults looking to progress to HE via an Access to HE course. • Bite-size degree course taster classes at community campuses, local colleges and other community venues. 	Activity measure against target completion date. More local employers engaged in Higher Apprenticeships. Increase in Higher Apprenticeship opportunities offered by local employers. Increase uptake of Access to HE courses.	Wiltshire Council, SWLEP partners, Skills Funding Agency, Provider Forum, Wiltshire College, local employers and local schools.	Baseline and targets to be established		

PRIORITY 4.6: ENSURE AN ADEQUATE SUPPLY OF FUTURE STEM SKILLED EMPLOYEES

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
4.6.1 Raise the profile and appeal of STEM industries facing skills shortages. Ensure adequate supply of STEM qualified recruits to meet growth needs.	<ul style="list-style-type: none"> Through Wiltshire Skills 4 Success (WS4S) deliver activities to increase young people's interest in STEM industries facing skills shortages e.g. Life Sciences, Advanced Manufacturing etc. Engage with and raise the profile of STEM careers amongst under-represented groups, such as women and ethnic minorities. Extend the benefit more widely of the two STEM based University Technical Colleges (UTCs) due to open shortly in the SWLEP area by developing a collective STEM agenda - a SWLEP wide collective strategy on STEM with all education and training providers who have a STEM focus collaborating with the FE colleges, UTCs and HEIs. 	Delivery against key milestones. School and student take up, employer engagement. Increased awareness of and interest in STEM industries amongst young people.	Wiltshire Council, SWLEP partners, Sector Skills Councils, Provider Forum, local employers and local schools.	Baseline and targets to be established		
4.6.2 Support earlier intervention in the education process and sustainable STEM development in teaching/CEIAG to encourage children and young people to see the myriad of opportunities that science, technology, engineering and Maths can create.	<ul style="list-style-type: none"> Through Wiltshire Skills 4 Success develop a local network of STEM Role Models and STEM Mentors, deliver STEM fairs and bespoke support for local schools, colleges and young people through matching relevant STEM activities and employers tailored to need. Offer challenging educational activities e.g. writing computer codes for video games, Arduino LEGO segways. Show & tell/Have a Go experiences e.g. STEM careers fairs, space projects etc. Work with local schools to support sustainable STEM development in teaching and Careers Education, Information, Advice & Guidance. 	Delivery against key milestones. School and student take up, employer engagement.	Wiltshire Council, Wiltshire Business Support Service, local employers and local schools.	750 young people supported through: STEM fairs – 400 young people to be supported STEM Role Models – 100 young people STEM Mentors – 50 young people A diverse offer of interactive and innovative education experiences and STEM activities – 200 young people	N/a	

PRIORITY 5.1: ENCOURAGE ENTERPRISE EDUCATION TO DEVELOP THE FUTURE GENERATION OF ENTREPRENEURS

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
5.1.1 Facilitate earlier engagement with the education system and collaboration between education and business and embed entrepreneurship and innovation in teaching/CEIAG to encourage entrepreneurial mindsets and stimulate ambition.	<ul style="list-style-type: none"> Through Wiltshire Skills 4 Success develop bespoke support for local schools, colleges and young people through matching relevant Enterprise & Innovation activities and employers tailored to need, develop a Young Entrepreneurs Schools Programme e.g. 'Becoming Your Own Boss' seminars, Business Breakfasts/networking opportunities, specialist business advice e.g. patents/IP/trademarks, pitching dens and opportunities to take viable ideas to development/test/market, workshop packages available for young people to 'meet the experts' and engage with employers/entrepreneurs in addition to business planning, managing/securing finance, getting customers, incorporate innovation and entrepreneurship into education and training by offering activities that will challenge, acknowledge and generate ideas and opportunities for young people to learning from leading business minds, social entrepreneurs and innovative companies in the local area. Pilot schools links with the Repair Academy Programme for Enterprise. Develop Repair Academy links with targeted programmes. 	Delivery against key milestones. School and student take up, employer engagement.	Wiltshire Council, Wiltshire Business Support Service, local employers, Community First/Youth Action Wiltshire, Wiltshire College and local schools.	500 young people supported through: Young Entrepreneurs Schools Programme - 300 young people A diverse offer of interactive and innovative education experiences and Enterprise activities – 200 young people		N/a
5.1.2 Support the Employment and Enterprise work stream of the Military Civilian Integration Programme to support the employment and enterprise aspirations of Service leavers and military spouses.	<ul style="list-style-type: none"> Work with the Employment and Enterprise MCI work stream to support Service leavers and their spouses in their choices of employment, start-up/and or growing your own business. Support the Employment and Enterprise MCI work stream in implementing relevant recommendations within the TEN: Military Into Enterprise research (August 2014). 	Delivery against key milestones.	MCI Employment and Enterprise work stream.	Baseline and targets to be established		



PRIORITY 5.2: ENCOURAGE INNOVATION IN PUBLIC AND VOLUNTARY SERVICES THROUGH SUPPORTING THE DEVELOPMENT OF SOCIAL ENTERPRISE AND OTHER MODELS FOR ADDRESSING SOCIO-E

HIGH LEVEL ACTION	ACTIVITY DESCRIPTION	MEASUREMENT	LEAD PARTNER(S)	TARGET 2014/15	TARGET 2015/16	TARGET 2016/17
5.2.1 Secure a better understanding/evidence base for the impact of public and voluntary services on improving EET outcomes.	<ul style="list-style-type: none"> Undertake cost benefit analysis approaches for costs of qualifications, in work etc. http://neweconomymanchester.com/stories/832-unit_cost_database 	Activity measure against target completion date.	Wiltshire Council	Baseline and targets to be established		
5.2.2 Research and explore effective, innovative platforms to tackling social exclusion issues.	<ul style="list-style-type: none"> Support more local charities and social enterprises to access the business support offer including assistance with investment readiness, mentoring and help to develop business plans as well as access to loans and other potential investment products to enable them to start up, scale up, develop assets and grow. Explore the development of a Local Impact Fund to develop the capability of local charities and social enterprises to deliver commissioned services. Explore the development a Social Impact Bond model to support innovation in public and voluntary services and develop new approaches to promoting inclusion. Provide relevant data, support and advice to encourage community areas via Area Boards to develop/shape their own local strategies for supporting education, employment and skills priorities so they can tailor a local response which reflects the needs of their neighbourhood. 	Activity measure against target completion date.	Wiltshire Council, VCS & SWLEP	Baseline and targets to be established		

Appendix Four

Performance Dashboard

Education, Employment & Skills Board Performance Dashboard - KPIs

PI Ref	Performance Indicator	Most Recent Data	RAG rating & Direction of Travel	Notes
EES 1	No. of new businesses created and sustained	2,825 businesses under 2 years old		Most recent data is from October 2013 and is available on the ONS website (UK BUSINESS: ACTIVITY, SIZE AND LOCATION - 2013), compiled from the Inter Departmental Business Register (IDBR) which contains information on V traders and PAYE employers in a statistical register.
EES 2	No. of jobs created	1,183		Most recent data is from the Economic Development and Planning Performance figures for Q1 (Apr - Jun), 2014. Data is available dating back to Feb 2013.
EES 3	Average resident pay rate	£503.60 gross per week		Most recent data is from 2013 on NOMIS (Source: Annual Survey of Hours and Earnings 2013. Resident and Workplace analysis via NOMIS).
EES 4	Average workplace pay rate	£475.40 gross per week		Most recent data is from 2013 on NOMIS (Source: Annual Survey of Hours and Earnings 2013. Resident and Workplace analysis via NOMIS).
EES 5	% of employers reporting skills gaps	11.0%		Most recent from UKCES Employer Skills Survey 2013, table 52. Compares well with National figure of 15% and is a significant reduction on the 17% reported previously.
EES 6	% of workless households	8.0%		Most recent data is from 2012. This is a significant reduction from 11.9% in 2008 and compares well to the 2012 national average of 14.9%, and the South West regional average of 11.2%. However, this figure varies significantly by community area, from the lowest percentage in Malmesbury where 6% of households with dependent children have no adult in employment to Westbury where 12.8% of households with dependent children have no adult in employment.
EES 7	% of children living in poverty	11.4% / 11,610 individuals		Most recent data is from August 2011 from HMRC analysis. There has been an increase of 400 children living in poverty in Wiltshire since 2008. This compares well with other local authority areas in the South West of England, but makes the fact that of the 285 Lower Super Output Areas (LSOA), 14 have from 26.9% to 46.1% children living in poverty. Ten LSOAs have over 30% of children living in poverty, an increase of one extra LSOA in Wiltshire with this high percentage of children living in poverty when compared to 2008.
EES 8	% of working age population claiming at least one form of out of work benefit	6.4% / 18,980 individuals		Most recent data is from February 2014 on NOMIS. (Key out-of-work benefits). Data is available on NOMIS dating back to August 1999 - this could help inform a baseline. Compares favourably with National (10.6%) and SW (8.8%) levels and is back to pre-recession levels.
EES 9	% of working age population claiming JSA	1.0% / 2,935 individuals		Most recent data is from September 2014 on NOMIS. Monthly data is available on NOMIS dating back to 2006 or quarterly from 1992 - this could help inform a baseline. Compares favourably with national/SW levels and is back to pre-recession levels. For Single people from 2015 JSA will be replaced by Universal Credit. Those remaining on the JSA register will be harder to help. DWP focus will be on ESA claimants.
EES 10	% of working age population claiming ESA	4.0% / 11,750 individuals		Most recent data is from February 2014 on NOMIS. Quarterly data is available on NOMIS dating back to August 1999 - this could help inform a baseline. Compares favourably with national/SW levels and is back to pre-recession level. Data remains static, early intervention strategy in place to contact ESA claimants earlier.
EES 11	% of 16 and 17 year olds participating	91.9% / 8,863 individuals		Most recent data is from July 2014 from the LA's Participation Digest. Slightly higher than previous month's figure of 91.4% and up 4.5% on previous year. Compares favourably with National figure of 83.2%. Improvement reflects the increased effectiveness of systems and processes in place to track unknown. Spike often expected at this reporting time. Decline expected in September/October.
EES 12	KS5 % of students who entered an A level or other L3 qualification going on to or remaining in an education or employment destination	68.0% / 3,200 individuals		Most recent data is from 2010/2011 cohort published in June 2014 taken from Department for Education website.
EES 13	No. of Traineeship starts for 16-24 year olds	Awaiting data to be published, only provisional National Data available currently. Nationally 7,400 Traineeship starts in the first three quarters of the academic year (August 2013 to April 2014), source: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/324016/traineeship-data-note-june14.pdf Government are not reporting on progression or conversion to Apprenticeships although they are collecting this data.		
EES 14	No. of Supported Internship starts for 16-24 year olds	8		Wiltshire Council's Supported Internships Programme commenced in September 2014. To date, 8 Supported Internships have been created.
EES 15	No. of Apprenticeship starts	4,410		Provision data for starts 2013-14 academic year from the FE Data Library (https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships-2). Down on previous years Data for the 2012-13 academic year in which there were 5,110 starts, a little lower than the 5,330 recorded a year earlier.
EES 16	% of residents qualified to Level 4 and above	38.2% / 106,700 individuals		Most recent data is from Dec 2013 on NOMIS. Data is available on NOMIS dating back to December 2004 - this could help inform a baseline.
EES 17	% of pupils at the end of Key Stage 4 achieving at GCSE and equivalents, 5+ A* - C including English and Maths	60.6%		SFR4_2013_AT.
EES 18	% of people with a Level 2 with English and Maths who achieved at 19 who didn't achieve at 16	19.3%		Most recent data is from March 2014 from the LAIT October 2014 (Source: SFR 10/2014).
EES 19	% of care leavers at age 19 in Education, Employment or Training	51.0%		Most recent data is from 2013 taken from Department for Education. Also available on the LAIT October 2014 data from December 2013. Behind compared to South West (53%) and National (58%), however improved from 41% in 2012 and closed the gap to National from 17 points to 7 points in a year.
EES 20	% achievement of pupils eligible for Free School Meals achieving 5 or more GCSEs Grade A* - C including English and Maths	27.1%		Most recent data is from April 2014 from the LAIT October 2014 (Source: SFR05/2014).

Education, Employment & Skills Board Performance Dashboard - KPIs

PI Ref	Performance Indicator	Most Recent Data	RAG rating & Direction of Travel	Notes
Business, Skills & Routes to Employment				
EES 21	% of establishments hiring 16-18 year olds straight from school or college	16yrs = 8.0% / 1,199 17-18yrs = 9.0% / 1,375 17-18yr old college leavers = 13.0% / 1,931	↓	Most recent data is for Wiltshire and taken from UK Commission's Employer Skills Survey (UKCESS) 2013, T11, https://www.gov.uk/government/statistics/employer-skills-survey-local-data . Overall Inc. Since 2011 survey. Compares well to National, 16yrs = 8%, 17-18yrs = 11%, 17-18 yr old college leavers 12%. 2011 Wiltshire data, 16yrs = 10% / 1999, 17-18yrs = 8% / 1586, 17-18yr old college leavers = 10% / 1977. Possible explanation on differences between 2011 - 2013 the Education and Skills Act 2008 says that by 2013, all young people in England have to stay on in education or training at least part-time until they are 17 years old.
EES 22	% of establishments hiring university graduates	11.0% / 1,169	↑	Most recent data is for Wiltshire and taken from UK Commission's Employer Skills Survey (UKCESS) 2013, T11, https://www.gov.uk/government/statistics/employer-skills-survey-local-data . Inc. Since 2011 survey. A total of 19,814 employees surveyed. Up from 2011 (10%/2036 individuals), however lower than National (14%). A mild concern as we are below National by 3%.
EES 23	% of parents with a child aged 2-3 who are in receipt of 2 year old funding	18.0% / 1,068 individuals	↑	100% figure taken from 2011 census, current figure from Two Year Old Funding list. DfE target is 40% of two year olds in Wiltshire we are given a target of 1365 which is significantly less than 40% this figure indicates, however it is taken from DWP and HMRC data nationally. A local target has been set of 1200 for September 2014.
EES 24	% of people with a disability in employment	23.6% / 17,042 individuals	↓	Most recent data is taken from 2011 Census data on NOMIS, 2011 detailed characteristics categorised by economy by sex by health. Higher than National (20% and Regional SW (21%)). However down on previous census 2001 (33%) although previous census did not have 'disability' category but only 'limiting ill health'.
EES 25	% of learning disabled clients aged 18-64 known to CASSRS who are in paid employment	17.1% / 190/1,110 individuals	↓	Source Learning Disabled in Employment 2013-2014 from Adult Strategy and Commissioning at Wiltshire Council. 190 of 1,110 (16.9%) learning disabled clients aged 18-64 known to CASSRS who are in employment. Wiltshire is recognised for having more success in supporting their clients with learning disabilities into employment than many other LA areas.
EES 26	Average number of days training for Wiltshire employees	8.8 days per year	↓	Most recent data is for Wiltshire and taken from UK Commission's Employer Skills Survey (UKCESS) 2013, T81, https://www.gov.uk/government/statistics/employer-skills-survey-local-data . This compares well to National 4.2 days and improved from (5 days in 2011).
EES 27	% 16-18 year olds in Employment with no training	2.1% / 204 individuals	↓	Source: July 2014 Participation Digest. Reduced from 2.6% in the previous month and down from 2.9% for the previous year.
EES 28	% of 16 and 17 year olds in employment with training.	2.4% / 235 individuals	↓	Source July 2014 Participation Digest, this is an increase on the previous month which was 2.2% of 16-17 year olds.
EES 29	% of residents participating in volunteering	109,200	↓	According to the VCS Impact Survey 2012 an estimated 109,200 people regularly volunteer in Wiltshire, each contributing to an average of 3.6 hours a week. This equates to 327,600 volunteer hours, the equivalent of 9,100 full time-equivalent staff.
EES 30	No. of under 19 year olds actively registered on Apprenticeship Vacancy portal	1,710	↓	Latest full year data available relates to 2011/12 academic year from the Apprenticeships Quarterly MI Report for Wiltshire. Wiltshire continues to perform strongly against comparators.
EES 31	No. of under 19 year olds submitting applications for apprenticeships	2,452	↓	Latest full year data available relates to 2011/12 academic year from the Apprenticeships Quarterly MI Report for Wiltshire. Wiltshire continues to perform strongly against comparators.
EES 32	No. of Apprenticeship starts 16-18 year olds	770	→	Provisional data for August to April 2013/14 from the FE Data Library. Appears to be in line with previous year's performance which resulted in 980 (full year). https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships-2
EES 33	No. of Apprenticeship starts 16-18 year olds with LDD	14.1%	↓	Latest available data relates to 2012/13 academic year (full year) from the Apprenticeships Quarterly MI Report for Wiltshire. 2012/13 demonstrates a further increase to the % of Apprenticeship starts for 16-18 year olds with LDD. 2011/12 was 13.1% and 2010/11 was 11.3%.
EES 34	No. of Apprenticeship starts 19-24 year olds	1,390	→	Provisional data for August to April 2013/14 from the FE Data Library. Appears to be in line with previous year's performance which resulted in 1,860 (full year). https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships-2
EES 35	No. of Apprenticeship starts 19-24 year olds with LDD	8.5%	↓	Latest available data relates to 2012/13 academic year (full year) from the Apprenticeships Quarterly MI Report for Wiltshire. 2012/13 demonstrates a further increase to the % of Apprenticeship starts for 19-24 year olds with LDD. 2011/12 was 7.2%.
EES 36	No. of Intermediate Apprenticeship starts	2,270	→	Provisional data for August to April 2013/14 from the FE Data Library. Appears to be in line with previous year's performance which resulted in 2,660 (full year). https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships-2
EES 37	Intermediate Apprenticeship Success rate	81.2%	↓	Latest available data relates to 2011/12 academic year (full year) from the Apprenticeships Quarterly MI Report for Wiltshire. 2011/12 demonstrates a decrease in Intermediate Apprenticeship success rates from 87.2% in 2010/11 to a level just slightly higher than 2009/10 performance. Wilt's performance remains well ahead of regional and national levels.
EES 38	No. of Advanced Apprenticeship starts	900	↓	Provisional data for August to April 2013/14 from the FE Data Library. Appears to be significantly behind previous year's performance which resulted in 2,390 (full year). https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships-2
EES 39	Advanced Apprenticeship Success rate	74.0%	↓	Latest available data relates to 2011/12 academic year (full year) from the Apprenticeships Quarterly MI Report for Wiltshire. 2011/12 demonstrates a decrease in Advanced Apprenticeship success rates from 78.6% in 2010/11 to a level just slightly higher than 2009/10 performance. Wilt's performance is slightly behind both regional and national levels.
EES 40	No. of Higher Apprenticeship starts	30	↓	Provisional data for August to April 2013/14 from the FE Data Library. Appears to be significantly behind previous year's performance which resulted in 60 (full year). As Higher Apprenticeships are still in their infancy meaningful trend data has not yet been established. https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships-2
EES 41	Higher Apprenticeship Success rate	62.5%	↓	Latest available data relates to 2011/12 academic year (full year) from the Apprenticeships Quarterly MI Report for Wiltshire. As Higher Apprenticeships are still in their infancy meaningful trend data has not yet been established. Wiltshire performance is just ahead of the region but behind national levels.
EES 42	% of skills shortage vacancies reported by employers (hard to fill vacancies)	15.3% / 842 vacancies	↓	Most recent data is for Wiltshire and taken from UK Commission's Employer Skills Survey (UKCESS) 2013, T44, https://www.gov.uk/government/statistics/employer-skills-survey-local-data . Compares well to National (22.1%) and improved from 2011 (16.4%). Swindon Wiltshire LEP is the lowest in the UK at 13.0%.
EES 43	% of residents with no qualifications at all	6.8% / 18,900 individuals	→	Most recent data is from Dec 2013 and is available on NOMIS. Slightly behind regional SW (6.6%) but better than national data (9.5%).
EES 44	% of residents with Level 1 qualification	88.9% / 248,500 individuals	↓	Most recent data is from Dec 2013 and is available on NOMIS. Compares well against national (84.2%) and is similar to regional data for South West (88.5%) but lower than previous year.
EES 45	% of residents with Level 2 qualification	74.6% / 208,500 individuals	↓	Most recent data is from Dec 2013 and is available on NOMIS. Better than national (72.3%) data but behind SW data (75.8%).
EES 46	% of residents with Level 3 qualification	58.8% / 164,400 individuals	↓	Most recent data is from Dec 2013 and is available on NOMIS. Compares well against national (55.6%) and regional data for South West (57.8%).
EES 47	% of 16 – 24 year olds qualified to Level 4 and above	10.0% / 4,771 individuals	↑	Most recent data is from 2011 Census compared with 2001 Census. Higher than last census. Lower than national (13.7%) and Regional / SW (11.3%).
EES 48	% of 25 – 34 year olds qualified to Level 4 and above	34.2% / 17,825 individuals	↑	Most recent data is from 2011 Census compared with 2001 Census. Higher than last census. Lower than national (40.6%) and Regional / SW (37.6%).

Worklessness				
EES 49	% of JSA claimants aged 18-24	2.6% / 915 individuals	→	Latest data as of September 2014 on NOMIS. Compares favourably to national rate of 3.7% but is slightly higher than SW at 2.4%.
EES 50	18-24 year olds as a proportion of the total JSA claimant rate	31.1% / 915/2,935 individuals	↓	Latest data as of September 2014 on NOMIS. Well above National (24.5%) and South West (25.3%) claimants.
EES 51	50+ year olds as a proportion of the total JSA claimant rate	19.6% / 575/2,935 individuals	→	Latest data as of September 2014 on NOMIS. Slightly behind National (19.5%) but better than South West (20.8%).
EES 52	% of JSA claimants who have been claiming for 6 months+	36.8% / 1,080/2,935 individuals	↓	Latest data as of September 2014 on NOMIS. Compares very well against Nationally (46.3%) and South West (38.8%).
EES 53	Proportion of JSA claimants who have been claiming for 12 months+	22.5% / 660/2,935 individuals	↓	Latest data as of September 2014 on NOMIS. Compares well with South West (23.7%) and much better than National (30.2%).
EES 54	Proportion of JSA claimants aged 18-24 who have been claiming for 12 months+	12.5% / 115/915 individuals	↓	Latest data as of September 2014 on NOMIS. Has declined and is on par with the South West (13.5%) and compares well Nationally (15.8%)
EES 55	Proportion of JSA claimants aged 50+ who have been claiming for 12 months+	33.0% / 190/575 individuals	↓	Latest data as of September 2014 on NOMIS. Has increased compared to previous months however actual amount of claimants has decreased. This compares well against National (41.7%) and slightly better than the South West (33.5%)
Education & Participation				
EES 56	% of Key Stage Two pupils achieving Level 4 in English and Maths (No longer measured, changed to Reading, Writing & Maths)	78.0%	↓	Most recent data on the LAIT October 2014. Matches the Southwest and we made a 2 point increase over the past year, however Nationally there was a 4 point increase to 79% so we are slightly behind.
EES 57	% of Key Stage Two pupils from disadvantaged backgrounds achieving Level 4 in Read, Writing and Maths	60.0%	↑	Most recent data is from 2013 Results data last updated on 5 Mar 2014 - DFE school performance tables (data available going back to 1994- http://www.education.gov.uk/schools/performance/archive/index.shtml). Improvement on previous year (2012, 55%), however still slightly below National (63%), however the gap has closed to 3 points compared to 6 points in 2012 Data hasn't been updated.
EES 58	% of Key Stage Four pupils from disadvantaged backgrounds achieving five GCSEs at grades A*-C inc. English and Maths	31.2%	→	Most recent data is from 2013 Results data last updated on 5 Mar 2014 - DFE school performance tables (data available going back to 1994- http://www.education.gov.uk/schools/performance/archive/index.shtml) Figure same as 2012, higher than 2011 but still significantly below national average (38.7%)
EES 59	% of Key Stage Four pupils achieving five GCSEs at grades A*-C	79.8%	↓	Most recent data is from 2013 Results data last updated on 5 Mar 2014 - DFE school performance tables (data available going back to 1994- http://www.education.gov.uk/schools/performance/archive/index.shtml). Also available on the LAIT September 2014. Same as the South West but down compared to National (81.8%). Up compared to previous years score 78.7% (2012) Data hasn't been updated.
EES 60	% of Key Stage Four pupils achieving five GCSEs at grades A*-C including English and Maths	61.0%	↓	Most recent data is from 2013 Results data last updated on 5 Mar 2014 - DFE school performance tables (data available going back to 1994- http://www.education.gov.uk/schools/performance/archive/index.shtml). Also available on the LAIT September 2014. Compares well to the South West (59.5%) and National (59.2%). Up compared to previous years score 59.3% (2012) Data hasn't been updated.
EES 61	% achieving 5+ A*-C including English and maths pupils eligible for disadvantaged children (inc. Those in care and FSM)	31.2%	→	Most recent data is from 2013 Results data last updated on 5 Mar 2014 - DFE school performance tables (data available going back to 1994- http://www.education.gov.uk/schools/performance/archive/index.shtml) - This is a 3 year average for 2011, 12 and 13. Significantly below National average (38.7%). No improvement on previous year.
EES 62	Average A-Level point scores	809	↓	Most recent data is from 2013 Results data last updated on 5 Mar 2014 - DFE school performance tables (data available going back to 1994- http://www.education.gov.uk/schools/performance/archive/index.shtml). Compares well to National (796.6)
EES 63	% of residents achieving Level 2 qualification by the age of 19	85.0% / 4,465 individuals	→	Most recent data is from March 2014 for people aged 19 in 2013 - DFE National Statistics. Also on the LAIT October 2014.
EES 64	% of residents achieving Level 3 qualification by the age of 19	59.0% / 3,100 individuals	→	Most recent data is from March 2014 for people aged 19 in 2013 - DFE National Statistics. Cross checked with Level 2 and 3 attainment by young people aged 19 in 2013 SFR10/2014 https://www.gov.uk/government/statistics/level-2-and-3-attainment-by-young-people-aged-19-in-2013 . However data differs from LAIT October 2014 which is sourced from same doc.
EES 65	% of residents achieving Level 2 qualification with English and maths by the age of 19	65.0% / 3,425 individuals	→	Most recent data is from March 2014 for people aged 19 in 2013 - DFE National Statistics. Also on the LAIT October 2014.
EES 66	Inequality gap in level 2 qualification	19.0%	→	Most recent data is from March 2014 for people aged 19 in 2013 - DFE National Statistics. Also on the LAIT October 2014 Compares well Nationally (16%) and South West (19%).
EES 67	Inequality gap in level 2 qualification including English and maths	29.0%	→	Most recent data is from March 2014 for people aged 19 in 2013 - DFE National Statistics. Also on LAIT October 2014 Compares well to Nationally (27%) but we are down compared to the South west (31%).
EES 68	Attainment of a level 2 qualification by the age of 19 FSM pupils	67.0% / 170 individuals	↓	Most recent data is from March 2014 for people aged 19 in 2013 - DFE National Statistics. Also on the LAIT October 2014 Same as South West, however lower than National (71%).
EES 69	Attainment of level 3 qualification pupils eligible for FSM	32.0% / 80 individuals	↓	Most recent data is from March 2014 for people aged 19 in 2013 - DFE National Statistics. Also on LAIT October 2014 Slightly down from previous year, compares well against South West (30%) but down compared to Nationally (35%).
EES 70	Attainment of level 3 qualification pupils not eligible for FSM	60.0% / 3,020 individuals	→	Most recent data is from March 2014 for people aged 19 in 2013 - DFE National Statistics. Also on the LAIT October 2014 Above South West (58%) and National (59%).
EES 71	Inequality gap in the achievement of a level 3 qualification	28.0%	↓	Most recent data is from March 2014 for people aged 19 in 2013 - DFE National Statistics. Also on the LAIT October 2014. Same as South West and above National (24%)
EES 72	% of 16 year olds NEET	2.2% / 113 individuals	↓	Source July 2014 Participation Digest. Higher than previous month which was 1.9% but lower than 4.3% which recorded in February 2014.
EES 73	% of Unknown & Expired	2.9% / 290 individuals	↓	sourced: July 2014 Participation digest. 16 - 18 Unknowns and Expired has reduced from 4.9% as of May 2014 to 2.9%. This shows continued decline since February which was 5.5%. This breaks down to 35 16year olds (0.7% of all 16year olds in Wiltshire), 215 17year olds (4.7% of all 17year olds) and 40 18year olds.
EES 74	% of offers of education or training made to 16 & 17 year olds	81.9%	↓	Data from the LAIT October 2014, source updated March 2014. Up from previous year (2012, 80.7%), however significantly down compared to South West (92.2%) and National (92.1%).
EES 75	% KS4 in sustained education, employment training destination	89.0% / 5,080 individuals	↓	Most recent data is from destinations data published by DFE in 2013 last updated June 2014, for 2010/11 cohort in 2011/12. Down on previous year (90%) but same as National and regional SW data which has remained the same. https://www.gov.uk/government/collections/statistics-destinations .
EES 76	% KS4 FSM entering education, employment training destination	80.0%	↓	Most recent data is from destinations data published by DFE in 2013 last updated June 2014, for 2010/11 cohort in 2011/12. Same as Regional (80%) and behind National data (81%). https://www.gov.uk/government/collections/statistics-destinations .
EES 77	% KS4 SEN entering education, employment training destination	81.0% / 870 individuals	→	Most recent data is from destinations data published by DFE in 2013 for 2009/10 cohort in 2010/11. Current data for SEN for Wiltshire/ LAs not available. https://www.gov.uk/government/collections/statistics-destinations . Wiltshire performance is level with England at 81%.
EES 78	% KS5 entering education, employment training destination	77.0% / 1,920 individuals	↓	Most recent data is from destinations data published by DFE in 2013 last updated June 2014, for 2010/11 cohort in 2011/12. Higher than previous year (66%) but lower than National (81%) and regional SW (78%) which has remained the same. https://www.gov.uk/government/collections/statistics-destinations .
EES 79	% KS5 FSM entering education, employment training destination	51% / 70 individuals	↓	Most recent data is from destinations data published by DFE in 2013 last updated June 2014, for 2010/11 cohort in 2011/12. Below Regional (62%) and behind National data (69%). https://www.gov.uk/government/collections/statistics-destinations .
EES 80	% KS5 SEN entering education, employment training destination	80% / 60 individuals	↓	Most recent data is from destinations data published by DFE in 2014 for 2010/11 cohort in 2011/12. Higher than National (77%) and Regional (76%) https://www.gov.uk/government/statistics/children-with-special-educational-needs-an-analysis-2014
EES 81	% KS5 LLDD entering education, employment training destination	53% / 120 individuals	↑	Most recent data is from destinations data published by DFE in 2013 for 2010/11 cohort in 2011/12. Significantly lower than National (66%) and Regional (61%), however we have closed the gap to National by 15 points in 1 year. Previous year WILTS (34%) National (62%) South West (58%) https://www.gov.uk/government/statistics/children-with-special-educational-needs-an-analysis-2014
EES 82	No. of Wiltshire Secondary schools with good or outstanding provision	30	↓	Ofsted data taken from DFE school performance tables, last updated on 31st August 2014.
EES 83	No. of Wiltshire Secondary schools with 6th forms with good or outstanding provision	21	→	Ofsted data taken from DFE school performance tables, last updated on 31st August 2014.

Appendix Five

Equality Impact Assessment

Equality Analysis Evidence Document					
Title: What are you completing an Equality Analysis on?					
Wiltshire Education, Employment and Skills Strategy 2014-2020					
Why are you completing the Equality Analysis? (please tick any that apply)					
Proposed New Policy or Service	Change to Policy or Service		MTFS (Medium Term Financial Strategy)		Service Review
Version Control					
Version control number	1.2	Date	21/10/2014	Reason for review (if appropriate)	This new Strategy provides a refresh and integration of the Wiltshire Work and Skills Plan (2010), the Raising the Participation Age Strategy (2012) and the NEET Reduction Action Plan (2012).
Risk Rating Score (use Equalities Risk Matrix and guidance) **If the Risk Score is 1 or 2, an Impact Assessment does NOT have to be completed. Please check with equalities@wiltshire.gov.uk for advice				Inherent risk score on proposal	3 (Low Risk)
				Residual risk score after mitigating actions have been identified	N/a
Section 1 – Description of what is being analysed					
<p>The Education, Employment & Skills Strategy for Wiltshire will enable us to take a holistic and prioritised approach towards the aim of integrating the Education, Employment & Skills agenda in Wiltshire. This new strategy aims to identify a shared vision, strategic objectives and priority actions to help Wiltshire Council and its partners on the Education, Employment and Skills Board to create an environment that will:</p> <ul style="list-style-type: none"> • Support schools, the FE sector, HEIs and training providers to increase participation in education, training and employment • Support the development of a skilled and competitive workforce that meets the needs of employers both now and in the future • Drive business development and economic growth • Co-ordinate collaborative partnership working to achieve common goals • Provide synergy between emerging education and skills policies translating into practice <p>The Education, Employment and Skills Strategy will guide the way in which key partners work together to respond and meet Wiltshire's economic growth priorities whilst developing an inclusive economy. Within the strategy we have identified 5 Strategic Objectives each with their own set of priorities and high level actions:</p> <ol style="list-style-type: none"> 1. Encourage appropriate aspiration, increase employability and attainment within the current and future workforce so individuals can achieve their potential and meet current and emerging skills needs 2. Reduce barriers to engagement/ participation and increase social mobility 3. Reduce the incidence of repeat NEET/Workless episodes and prevent sustained disengagement 4. Support employers to develop their workforce to sustain and grow their business 5. Foster a culture of innovation and entrepreneurship within the future workforce 					

Through implementation of this strategy we aim to put employers at the heart of the employment and skills/education system in Wiltshire to drive growth in the Wiltshire economy and provide a structured and co-ordinated partnership approach to sustained engagement in education, training or work across all age and client groups.

Section 2A – People or communities that are currently **targeted or could be affected** by any change (please take note of the Protected Characteristics listed in the action table).

All of the protected groups as defined by the Equality Act 2010 could be impacted by the Education, Employment and Skills Strategy. The protected characteristics that are most likely to be affected are: Age, Disability, Race, Sex and Other, including Military status, rurality, NEET (Not in Education, Employment or Training), low skilled workers, low income and long term unemployed. A significant number of priorities under the strategic objectives will specifically support individuals who are at risk of socio-economic disadvantage and may have multiple protected characteristics, e.g. disability, BME or women. These priorities are:

- 1.1 Improving the quality and choice of education and training provision to meet current and emerging needs.
- 1.2 Increasing participation in education or employment with training in line with Raising the Participation Age (RPA) legislation (phase 2, 2015)
- 1.3 Support the delivery of effective and impartial Careers Education, Information and Guidance (CEIAG) and support skills development at all levels to ensure employability, sustainability, careers progression and promote a culture of continuous development and lifelong learning for all.
- 1.4 Develop employability and soft skills to provide a better balance and focus between attitudinal values, vocational skills and academic achievement.
- 2.1 Develop targeted interventions/programmes for vulnerable groups.
- 2.2 Address institutional/system/cultural infrastructure barriers
- 3.1 Support the transition from NEET to EET
- 3.2 Develop innovative activity to prevent the 'revolving door' effect and improve retention of employment
- 4.4 Increase uptake of Apprenticeships by young people
- 4.5 Improve access to HE facilities and courses which support growth sectors and opportunities
- 4.6 Ensure and adequate supply of future STEM skilled employees
- 5.2 Encourage innovation in public services through supporting the development of Social Enterprise and other models for addressing socio-economic issues

The Equality Act 2010 places a duty on the Council to promote Equality of Opportunity, Good Relations and Eliminate Unlawful Discrimination. The Education, Employment and Skills Strategy is fundamentally designed to promote equality of opportunity and diversity to ensure that all groups are able to contribute and benefit from an inclusive economy. Therefore, it may be possible that the outcomes of the Strategy will affect sections of the community in different ways by specifically targeting particular groups of individuals to overcome disadvantage and inequality.

Section 2B – People who are **delivering** the policy or service that are targeted or could be affected (i.e. staff, commissioned organisations, contractors)

Two of the five subgroups working with the Education, Employment and Skills Board will be taking forward implementation and delivery of the Action Plans which support the Strategic Objectives. The Learning and Working in Wiltshire Group will be taking forward implementation and delivery of the Increasing Participation and Employment Plan. This group has a vision to develop an inclusive economy that will provide equality of economic opportunity for all in Wiltshire. The Apprenticeship Growth Group will be taking forward implementation and delivery of The Apprenticeship Growth plan, the group aims to provide a co-ordinated, partnership approach to increasing the number of Apprenticeships and Skills opportunities in

Wiltshire and maximising their up-take. Membership of both of these groups is drawn from a wide stakeholder base. The other subgroups are operational/ process oriented. Specifically, the Employer Forum and the Provider Forum are at drawing supply and demand together ensuring employers and providers communicate effectively. The fifth group is the Strategy and Policy Data Group which is concerned with the process of developing the strategy and monitoring delivery/ impact.

Section 3 – The underpinning evidence and data used for the analysis (Attach documents where appropriate)

Prompts:

- What data do you collect about your customers/staff?
- What local, regional and national research is there that you could use?
- How do your Governance documents (Terms of Reference, operating procedures) reflect the need to consider the Public Sector Equality Duty?
- What are the issues that you or your partners or stakeholders already know about?
- What engagement, involvement and consultation work have you done? How was this carried out, with whom? Whose voices are missing? What does this tell you about potential take-up and satisfaction with existing services?
- Are there any gaps in your knowledge? If so, do you need to identify how you will collect data to fill the gap (feed this into the action table if necessary)

The data collected about our customers include age, sex, income, rurality, employment status, military status, disability and education level. The methodology for the production of the strategy comprised:

- A desk based review of the policy context;
- An analysis of data on Wiltshire in the context of Education Employment and Skills
- Interactive workshop sessions with partners and stakeholders to identify and agree the Strategic Objects, Priorities and High Level Actions.

The Education, Employment & Skills Board convened a Strategy, Policy & Data Group charged with responsibility for developing an Education, Employment & Skills Strategy for Wiltshire. The Group drew its membership from lead officers in the relevant services of Wiltshire Council including Operational and Non Operational Children's Services, Economic Development & Planning, Adult Social Care, Public Health, HR & Organisational Development & Learning and representatives from partner agencies and organisations including Wiltshire College, the Skills Funding Agency, Department for Work and Pensions, Job Centre Plus, Business Link, local secondary schools, Voluntary Community Sector (VCS) organisations and the Wiltshire training provider network. Together, through a series of workshops with this group and the established subgroups to the board (Learning and working in Wiltshire group and Apprenticeship Growth group), they reviewed existing strategies that interface with this agenda, reviewed relevant data sets and established a single robust evidence base from which the Board could identify the Strategic Objectives and Priorities for investment/intervention. Further to this, they supported the Board to develop its system for measuring the future success/impact of the Strategy.

Significant early consultation has been undertaken in developing this strategy so far. Strategic partner and stakeholder engagement commenced in February 2014 and has been far reaching in its approach. Specifically in relation to VCS engagement, we have involved Community First, Youth Action Wiltshire, Wiltshire Money, Registered Social Landlords, GWP Provider Network (Inc. VCS Membership) and The Community Learning Trust. We then built on this early consultation through a six week public consultation exercise from 26th August to 10th October, including encouraging engagement from user groups and relevant organisations within the Wiltshire Assembly and through education partnerships and the Wiltshire Association of Secondary Headteachers (WASSH).

Using this approach to develop the Strategy provided key stakeholders the opportunity to inform, shape and influence the strategy from the outset. A partnership response to the Education, Employment & Skills challenge is anticipated to save resources and make the activities more focused and effective. The workshops themselves will have improved partnership working further as they will have served as a vehicle for sharing and learning about each other's priorities, objectives and cultures (between organisations/agencies and internal services). A comprehensive SWOT analysis was undertaken which can be found as Appendix 1 to the full strategy document.

Feedback from the wider consultation exercise has been used to finalise the Strategy and we are updating this equality analysis in view of the feedback received. Furthermore, the staff BME, LGBT, Carer and Disability forums as well as a number of user groups have been identified as a good reference point for further input and consultation and within the Increasing Participation & Employment Plan there is an action to undertake some more targeted consultation with organisations such as Healthwatch, PLUSS and Action for Blind to help guide the partnership's work to support vulnerable groups and those who don't necessarily recognise themselves as vulnerable but face barriers/disadvantage in relation to Education, Employment and Skills. We have a responsibility to communicate in a way that meets the needs of our diverse population and to develop a strategy which is accessible to all groups, with particular support towards under-represented groups. A slim-line, executive summary version is being developed in conjunction with the full strategy document. The strategy will be published in English and available from the Wiltshire Council website but can be made available in other translations/formats upon request.

***Section 4 – Conclusions** drawn about the impact of the proposed change or new service/policy

Prompts:

- What actions do you plan to take as a result of this equality analysis? Please state them and also feed these into the action table
- Be clear and specific about the impacts for each Protected Characteristic group (where relevant)
- Can you also identify positive actions which promote equality of opportunity and foster good relations between groups of people as well as adverse impacts?
- What are the implications for Procurement/Commissioning arrangements that may be happening as a result of your work?
- Do you plan to include equalities aspects into any service agreements and if so, how do you plan to manage these through the life of the service?
- If you have found that the policy or service change might have an adverse impact on a particular group of people and are **not** taking action to mitigate against this, you will need to fully justify your decision and evidence it in this section

The Council has a duty to promote equality of opportunity, promote good relations, promote positive attitudes and eliminate unlawful discrimination. An Equality Impact Assessment has been undertaken for the Education, Employment and Skills Strategy. The Priorities and high level actions contained in the strategy have provided the overall strategic direction for the development of two action plans:

- Apprenticeship Growth Plan (Appendix 2 of the full strategy document)
- Increasing Participation and Employment Plan (Appendix 3 of the full strategy document)

The strategic objectives and priorities have most relevance to the Council's equality duty to promote equality of opportunity. A negative impact on any of the protected groups as defined by the Equality Act 2010 is unlikely and the Strategy is intended to have a positive impact.

Adverse impact

Age

The strategy holds no adverse impact for different age groups. Particularly the Priority areas of Profile/Image, Supporting Business and Improving infrastructure will be age neutral.

Disability

The strategy holds no adverse impact for people with a disability. However, effort will be made to reach people with different disabilities as their input into the development of the strategy is vital to ensure we take into consideration all needs.

Ethnicity

The strategy holds no adverse impact for people from different ethnic groups. However, effort will be made to reach different ethnic groups by targeted publicity and offering translation for any of the information/newsletters.

Gender reassignment

The strategy holds no adverse impact for people who have had, or are undergoing, gender reassignment.

Religion or belief

The strategy holds no adverse impact for people of different religions or beliefs.

Sex

The strategy holds no adverse impact for individuals who are female or male.

Marriage and civil partnership

The strategy holds no adverse impact for individuals who are married or in a civil partnership.

Pregnancy and Maternity

The strategy holds no adverse impact for individuals who are pregnant or taking maternity leave.

Sexual Orientation

The strategy holds no adverse impact for people of different sexual orientations.

Socio-economic groups

The strategy holds no adverse impact for people from different socio-economic groups. Specific communities/groups of people in need of additional support will be targeted.

Positive impact

A significant number of priorities under the strategic objectives will specifically support individuals who are at risk of socio-economic disadvantage and may have multiple protected characteristics, e.g. disability, BME or women.

Promote equal opportunities

1.1 Improving the quality and choice of education and training provision to meet current and emerging needs.

- It is unacceptable that there is such a gap between the life chances of children from disadvantaged backgrounds and other groups. Through this strategy we will secure better outcomes for those most disadvantaged for example care leavers, those with health and disability issues and we will ensure that provision meets the needs of those who face barriers and are most vulnerable to disengagement.
- There remains significant numbers amongst our resident population who hold no qualifications at all. This is an issue affecting young people aged 16-19 just as much as older adults putting school leavers ill prepared to meet the rising skills needs and qualification needs of employers. We will ensure that education and training providers are working with industry to equip people to meet the current and emerging skills needs and ensure that qualifications are appropriate to intended career paths and have curricular relevance to the workforce.

1.2 Increasing participation in education or employment with training in line with Raising

the Participation Age (RPA) legislation (phase 2, 2015)

- We will continue to use the Risk of Not in Education, Employment or Training (NEET) indicator (RONI) developed during RPA preparation to engage and target support to young people early. We will develop an early intervention team approach in schools liaising with parents, guardians and other influences to encourage and support progression amongst more young people. This would bring additional support outside of the formal learning offered at school.
- Wiltshire's young people are still disproportionately represented amongst the JSA claimant count. Through this strategy we will develop a targeted offer for 18 year old NEETs to move into employment or training.

1.3 Support the delivery of effective and impartial Careers Education, Information and Guidance (CEIAG) and support skills development at all levels to ensure employability, sustainability, careers progression and promote a culture of continuous development and lifelong learning for all.

- We seek to realise the potential of people trapped in low wage work through training and advice to help them develop appropriate aspiration, achieve progression, independence and resilience in the workplace and support them into productive employment which is higher paid. Additionally we will realise the potential of older workers by supporting them to either remain in or return to the labour market. We will support the current and future workforce by raising aspiration where there is potential to progress from a Level 2 to Level 3 qualification and in turn from Level 3 to Level 4.

1.4 Develop employability and soft skills to provide a better balance and focus between attitudinal values, vocational skills and academic achievement.

- Employers will almost always look for employability when recruiting new employees, we will support young people to develop a core skills set of employability and informal skills and gain the right experience to best prepare them for the world of work and ensure a successful transition from school to further education, training or work and ultimately adulthood. A priority remains to support earlier education and business liaison and develop a stronger vocational training offer to provide routes into our priority sectors.

2.1 Develop targeted interventions/programmes for vulnerable groups.

- We will develop programmes to support people's personal development and individual resilience resulting in more sustained transitions to education, employment and training with a particular focus on support for those furthest from the labour market due to vulnerabilities or social exclusion.
- Positive aspirations are crucial for young people's future success; what people aspire to do as a child is linked to what they do later in life, and low aspirations lead to poor academic attainment and professional achievement. For many young people an 'aspirations-attainment gap' is caused by a lack of information about how they can realise their ambitions, by too few role models and a lack of contact with adults in professional roles. Through this strategy we will explore developing a peer role/mentor network of inspirational people who have successfully overcome significant barriers and are willing to share their stories and experiences with others.
- We will explore the establishment of a 'NEET Prevention Social Impact Bond'. This would involve a consortium of providers coming together to deliver early intervention to young people who are at risk of becoming NEET, targeting vulnerable groups and areas with high levels of deprivation.
- We will be working with the Virtual School to improve EET opportunities for care leavers and developing the Aspire Centre and programme, whilst also working with the Youth Offending team to help young offenders and those leaving custody.

Additionally there are a higher number of young people over the age of 18 who are 'invisible' to the labour market. We seek to explore ways of identifying and engaging these people who are not engaging and not claiming.

Specific activity will also be undertaken to engage vulnerable groups and increase participation including:

- Developing specialist personalised and tailored employment support for those with long term and enduring mental health issues
 - Develop provision and support to prevent offenders re-offending
 - Support Wiltshire's looked after children and children in care to raise attainment and move into EET
- The SEN Reform has brought about significant changes which will take effect from 2014 including a new code of practice. Through this strategy we will assist young people with SEND to prepare for employment and sustain varying levels of paid employment with local employers including Apprenticeships. We will also develop a Supported Internship programme for young people with severe learning difficulties and/or disabilities aged 16-24.
- The strategy seeks to support the government's 'Troubled Families' programme which commits to supporting 120,000 troubled families in England turn their lives around by 2015. Within the programme, local authorities and partners alongside government will work to: get children back into school, reduce youth crime and anti-social behaviour, put adults on the path back to work and reduce the high costs these families place on the public sector each year.
- In Wiltshire, the numbers of those on Job Seekers Allowance is falling rapidly however a high proportion of residents claim Employment and Support Allowance, and Income Support. Through this strategy we will look to implement activities which will support this cohort to access opportunities to improve their position in society.

2.2 Address institutional/system/cultural infrastructure barriers

- Transport is a key barrier to EET (length of journey, availability and costs of public transport, costs of car ownership etc). The transport barrier in very rural parts of the county reduces opportunities as the cost of travel is high and routes between villages and towns are being reduced. We aim to develop ways to overcome the challenges associated with Wiltshire's rurality which hamper delivery.

Childcare also provides a significant barrier in several respects;

- the availability of childcare both before and after school, the limited availability in some areas is too small to make it viable
- Availability of weekend and very late/ very early opening childcare across the county
- Costs of childcare present a barrier

We aim to develop and implement ways to overcome these barriers and support childcare provision to offer a high quality experience for children whose parents rely on childcare during the early years of their children's development.

3.1 Support the transition from NEET to EET

- We will look at improving the targeting of services to support young people who are NEET or at risk of becoming so and with local services, using local intelligence more effectively to concentrate on geographical hot spots. We will work with partners to review how we make the best of local resources to support young people who are NEET or at risk of being so to re-engage in education work or training. We will seek to understand more about the causes of NEET and the barriers to participation and provide a plan to address these.

3.2 Develop innovative activity to prevent the 'revolving door' effect and improve retention of employment

- Through this strategy we will understand more about the difficulties of sustaining participation in provision/learning or work. We will identify why things are not working for certain individuals/groups and pinpoint what the levers for change are. We will provide in-work support to enable people to keep a job in the early stages of transition to work and a focus on career advancement thereafter.
- People with disabilities make up a large proportion of the JSA claimant group; we will improve the information for vulnerable groups such as those with learning difficulties and disabilities on their employment rights, available support, adaptations and technology support. To effectively help people gain and sustain employment, local partnership working is required. Wiltshire has a strong history of effective partnership working but more can be done. We will improve links between Job centres, employers and niche providers/specialist support services e.g. Mindful Employer, IAPT promotion of Access to Work. These links will focus on raising awareness and challenging the attitudes to those facing significant employment and personal barriers.

4.4 Increase uptake of Apprenticeships by young people

- Through this strategy we will conduct further research into why uptake is not increasing significantly amongst 16-18 year olds especially. In recent years the quality of Apprenticeships has been subject to much scrutiny, we will work with employers and training providers to raise the quality of Apprenticeships and reduce the number of Apprenticeships less than 30 hours a week, striving to increase the average weekly wage in line with the average.

4.5 Improve access to HE facilities and courses which support growth sectors and opportunities

- We aim to retain Wiltshire's home grown talent who have in the past had to leave Wiltshire in order to pursue their HE ambitions.
Through improving access to HE facilities we will encourage progression from Level 3 to Level 4 and grow higher level skills across the whole working age population particularly level 4 and above. We will also generate a new group of learners (perhaps with a vocational partiality) that could be inspired to progress to HE who might not otherwise consider learning at higher levels as an option, or who may be discouraged by social, cultural, economic or institutional barriers.

4.6 Ensure an adequate supply of future STEM skilled employees

- Women and ethnic minorities are under-represented when it comes to STEM careers; we will engage with and raise the profile of STEM careers with these groups.

5.2 Encourage innovation in public services through supporting the development of Social Enterprise and other models for addressing socio-economic issues

- We will explore development of a Local Impact Fund which provides a range of tailored support for local charities and social enterprises. We will encourage and enable community areas via Area Boards to develop and shape their own local strategies for supporting education, employment and skills priorities so they can tailor a local response which reflects the needs of their neighbourhoods. Through this strategy we will secure a better understanding and evidence base for the impact of public services on improving education, employment and Training outcomes. We will develop a Social Impact Bond model to support innovation in public services and develop new approaches to promoting inclusion.

Eliminate discrimination

- 1.3 Support the delivery of effective and impartial Careers Education, Information and Guidance (CEIAG) and support skills development at all levels to ensure employability, sustainability, careers progression and promote a culture of continuous development and lifelong learning for all.
- 1.4 Develop employability and soft skills to provide a better balance and focus between attitudinal values, vocational skills and academic achievement.
- 2.1 Develop targeted interventions/programmes for vulnerable groups.
- 2.2 Address institutional/system/cultural infrastructure barriers
- 3.1 Support the transition from NEET to EET
- 3.2 Develop innovative activity to prevent the 'revolving door' effect and improve retention of employment
- 4.4 Increase uptake of Apprenticeships by young people

Eliminate harassment

No impact

Promote good community relations

No impact

The delivery of the strategy centres on partnership involvement. If within the partnership arena, considerations are made to procure a contracted service, this will be subject to the relevant equalities and procurement guidelines and relevant strategy.

***Section 5 – How will the outcomes from this equality analysis be monitored, reviewed and communicated?**

Prompts:

- Do you need to design performance measures that identify the impact (outcomes) of your policy/strategy/change of service on different protected characteristic groups?
- What stakeholder groups and arrangements for monitoring do you have in place? Is equality a standing agenda item at meetings?
- Who will be the lead officer responsible for ensuring actions that have been identified are monitored and reviewed?
- How will you publish and communicate the outcomes from this equality analysis?
- How will you integrate the outcomes from this equality analysis in any relevant Strategies/Polices?

The Equality Impact Assessment document is a working document which will be updated at various stages of the implementation phase of the strategy. Each version will be version controlled to demonstrate the development in the process and evidence the due regard to the Public Sector Equality Duty.

The implementation of any recommendations as a result of this Impact Assessment will be monitored by the Education, Employment and Skills Board. Our system for measuring the strategy's success is based on the following components:

1. Monitoring to review our actions on a quarterly basis to assess:
 - Action due for the previous quarter;
 - Any issues/challenges;
 - Implications for next quarter;
 - Planning for next quarter.
2. Performance Measurement including:
 - Benchmarking - against national and regional performance (and potentially another similar area); and
 - A Balanced Scorecard approach – developing a system that complements our

<p>strategic direction. This will be based on measuring the extent to which we achieve our four strategic objectives.</p> <p>3. Any direct/indirect impact resulting from the implementation of the strategy will be assessed through:</p> <ul style="list-style-type: none"> ○ Quantitative data analysis ○ Qualitative data analysis ○ Assessment of outcomes under relevant performance measures and comparative data <p>The Impact Assessment once signed off will be published on the Council's website. Outcomes of monitoring will be provided to the Lead Equalities Officer at Wiltshire Council who has been consulted in the completion of this Impact Assessment.</p>		
<p>*Copy and paste sections 4 & 5 into any Committee, CLT or Briefing papers as a way of summarising the equality impacts where indicated</p>		
Version 1.2 Completed by:		Wali Rahman, Senior Development Officer (Employment and Skills), Economic Development & Planning
Date		20/10/2014
Version 1.2 Signed off by:		Haylea Asadi, Employment & Skills Manager, Economic Development & Planning
Date		21/10/2014
Version 1.2 reviewed by:		Jane Graham, Equality and Inclusion Lead, Corporate Office
Review date:		24/10/2014
For Corporate Equality Use only	Compliance sign off date:	24/10/2014
	Published on internet date:	

Appendix Six

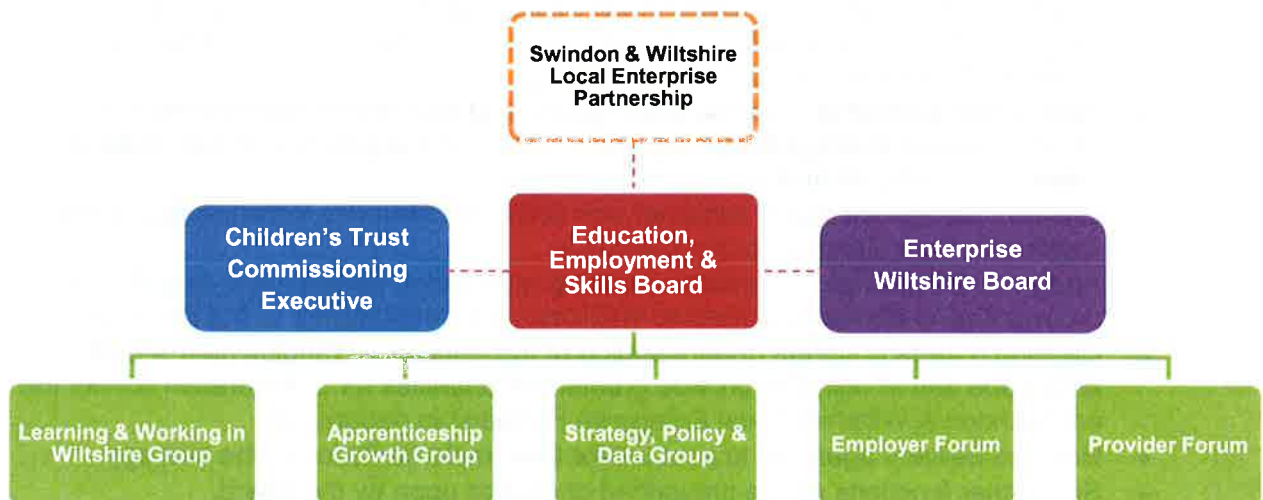
Wiltshire Education, Employment and Skills Board Terms of Reference

WILTSHIRE EDUCATION, EMPLOYMENT AND SKILLS BOARD

TERMS OF REFERENCE/ADMINISTRATION MATTERS

1. TITLE AND PARTNERSHIP STRUCTURE

1.1 Wiltshire Education, Employment and Skills Board



2. ROLE AND PURPOSE

2.1 The purpose of the Education, Employment & Skills Board is to put employers at the heart of the employment and skills/education system in Wiltshire to drive growth in the Wiltshire economy.

2.2 It's role is to:

- Integrate the skills/education and employment agenda in Wiltshire.
- Enable employers to effectively articulate demand through capturing the issues facing them and ensure employer experience feeds into and influences agency support.
- Enable schools and providers of education in Wiltshire to communicate issues faced by providers and contribute to the wider education, employment and skills agenda.
- Communicate effectively to ensure employers understand the offer and how best to support young people and other learners in accessing the right training, qualifications and experiences to prepare them for the world of work and develop in their careers.
- Influence and target funding to local need.

3. FUNCTIONS

- Identify the needs of employers, individuals, schools and providers of education and training in Wiltshire relating to education/skills and employment issues.
- Give employers, individuals, schools and providers of education a central role in recommending improvements to local services.

- Identify and progress appropriate actions through partnership working to influence and improve provision and support for employers, individuals, schools and providers of education and training.
- Guide the development, implementation and delivery of an Education, Employment and Skills Strategy for Wiltshire which encompasses an Increasing Participation & Employment Plan to address worklessness priorities including NEET reduction and increasing participation and an Apprenticeship Action Plan to drive apprenticeship growth in the county.
- Influence the commissioning and funding activities of key agencies in order to enable publicly funded provision to better meet expressed and forecast employer needs. Support the Swindon & Wiltshire Local Enterprise Partnership to develop their Strategic Economic Plan and commissioning.
- Represent Wiltshire at national, sub-regional and local levels, contributing to the development of strategy and policy and influence the application of resources to meet Wiltshire's priorities.
- Ensure strategic linkage is achieved with both the Enterprise Wiltshire Board and Children's Trust Commissioning Executive.
- Analyse performance information including attainment, participation, retention and progression to advise on emerging implications for the delivery of the strategy.
- Develop a more coherent understanding of the Education, Employment & Skills landscape and in doing so provide greater opportunities for collaboration across the full Swindon & Wiltshire Local Enterprise Partnership geography.
- Hold the delivery agencies to account for their implementation of the strategy.
- Such other functions as are prescribed or agreed upon by the Board.

4. MEMBERS' ROLE DESCRIPTION

4.1. Leadership and Strategic Thinking

- Be an advocate for learning and skills as a driver for economic prosperity in the county.
- Represent and promote the Education, Employment & Skills Strategy to key stakeholders locally, across the sub-region and nationally.
- Steer implementation to ensure the strategy's ambitions are delivered.

4.2. Policy and Delivery

- Advise on and support the future development of the Board's Strategy.
- Consider policy issues as they arise including the implications of national Government policy changes.
- Support national agencies to inform the development of national policy and strategy including developing innovative approaches and pilot activities locally and building in scalability wherever possible.

5. MEMBERSHIP

5.1 Chair:

Steve Stone (also Board member of Enterprise Wiltshire and FE, HE & Skills lead member for the Swindon & Wiltshire Local Enterprise Partnership)

Officer Support:

Wiltshire Council – Economic Development & Planning:

- Alistair Cunningham, Associate Director
- Haylea Asadi, Employment & Skills Manager
- Katie Cross, Senior Development Officer (Partnership & Secretariat Support)

Wiltshire Council – Children's Services:

- Carolyn Godfrey, Corporate Director
- James Fortune, Lead Commissioner

Elected Member Support:

Wiltshire Council - Cabinet Member for Economic Development, Skills and Strategic Transport

- Cllr Fleur de Rhe-Philippe (Vice Chair)

Wiltshire Council – Portfolio Holder for Schools, Skills & Youth

- Cllr Richard Gamble

Wiltshire Employer Representatives:

- Rob Perks, Chief Executive, Wessex Association of Chambers of Commerce
- Ken Teal, Vice Chairman - North & West Wiltshire Branch, Federation of Small Businesses
- To be identified, Employer Forum Rep

Education/FE/HE & Training Representatives:

- Mark Avoth, Principal, Avon Valley College
- Mark Stenton, Principal, The Clarendon Academy
- Amanda Burnside, Acting Principal - Wiltshire College
- Wendy Rees, Provider Forum Chair

Agencies:

- Melvin Packham, Skills Funding Agency
- Phil Harrison, Senior External Relations Manager, Department for Work & Pensions

Community/Voluntary Sector:

- Philippa Read, Chief Executive, Community First (also representing VCS Training Providers)

Education, Employment & Skills Sub-groups:

- Richard Gamble, Chair - Strategy, Policy & Data Group
- Jackie Tuckett, Chair – Learning & Working in Wiltshire Group
- Melvin Packham, Chair - Apprenticeship Growth Group
- To be identified, Chair - Employer Forum
- Wendy Rees, Chair – Provider Forum

5.2 The Chair of the former Wiltshire Employment & Skills Board will serve as Chair of the new Wiltshire Education, Employment & Skills Board for one year commencing in January 2014, during this period a Vice Chair and suitable successor will be elected. Members will be required to nominate an appropriate deputy to attend when they are unable to.

5.3 Further internal or external persons may be invited to attend the meetings at the request of the Chairperson, on behalf of the Board, to provide advice and assistance where necessary e.g.

Education Funding Reference Point:

- Jan Downie, Senior Manager, Education Funding Agency

Individual Reference Point:

- Elaine Dobson, Senior Union Support Officer, Union Learn Wiltshire

5.4 Membership will be reviewed annually

5.5 Board members will cease to be a member if they:

- resign from the board
- fail to attend three consecutive meetings without providing apologies to the Chair
- resign from their employment

6. ADMINISTRATION

6.1 The Board shall meet between 4 and 6 times a year with dates agreed in advance and confirmed at the end of the previous meeting. The frequency of meetings will be reviewed at relevant stages in light of the work programme and any significant matters arising requiring consideration by the Board.

6.2 Agendas will be distributed a minimum of one week prior to the meeting with associated papers prepared and circulated ahead of the meeting.

6.3 Meeting notes of meetings will be distributed within two weeks following the meeting.

6.4 A quorum of 6 member organisations must be present before a meeting can proceed.

6.5 The Partnership and Secretariat Support function will be provided by Wiltshire Council from the Economic Development & Planning service.

7. CHAIR

7.1 The Chair will be from the private sector based in Wiltshire and will be either an individual holding a senior position within their organization or a retired professional with a private sector background.

7.2 Role of the Chair

- To chair meetings
- To represent the Board on the appropriate national, sub-regional and local bodies
- To promote the Board
- To help identify new Board members as required

- To work closely with the Associate Director, Economic Development & Planning and Corporate Director, Children's Services, Employment & Skills Manager and 13-19 Education & Skills Team Leader
- To remain impartial and objective in the running of the Board

7.3 Protocol for the election of the Chair

- Nominees can come from within the existing Board or from outside, but must be from the private sector or with a private sector background.
- A nominee will only be accepted if he/she has agreed that they are willing to stand and have time to undertake the duties outlined in the ToR.
- Formal nominations must be received by the Associate Director, Economic Development & Planning by a date to be agreed by the Board, with a named proposer and seconder.
- If a number of nominees are proposed then the Board may wish to apply a method for short-listing and interview. The Board will nominate three representatives who would make recommendations to the Board to identify a maximum of three candidates. The Board may ask those representatives to interview and recommend a candidate, or to shortlist candidates who could then make a short presentation to the Board, or who's CVs could be circulated to the Board.
- All members of the Board will have one vote in any election, with the exception of any candidate who was also a Board member.
- Selection would be undertaken by a show of hands amongst the voting members of the Board.
- Once a candidate has been chosen, a recommendation for the role of Chair will need to be made to the Board for final approval.
- If there is only one nomination, election would be by a simple majority.
- In the event that there is more than one nomination, the Board will decide which of the options outlined above it wishes to pursue to identify a suitable Chair.
- The Chair may not stand automatically for more than two consecutive terms (2 years). After this period, the Board will review the Chair's position.
- The future Chair will be appointed by the Board but need not necessarily be a member of it.
- A Vice Chair will be elected.


8. AMENDMENTS

8.1 These terms of reference shall be reviewed when necessary to meet the current and evolving needs of the board by agreement of the majority of those members.

9. AGREEMENT

9.1 The above Terms of Reference/administration for the Wiltshire Education Employment and Skills Board have been agreed and signed by:

Steve Stone, Chair



Date

22nd Oct. 2014

Version 1.1

Produced by Wiltshire Council on behalf of Wiltshire Education, Employment and Skills Board

**For more information please go to the WorkWiltshire website: www.workwiltshire.co.uk
or email us at: workwilts@wiltshire.gov.uk**