

**Making Norfolk
famous for its
learning & skills**

**A Skills Strategy
for Norfolk
2010-2014**

Norfolk Employment & Skills Board

Norfolk Skills Strategy

Executive Summary

The Norfolk Skills Strategy is a core element of the county Economic Development Strategy and is led by the Norfolk Employment and Skills Board (ESB). It is underpinned by evidence from the Local Economic Assessment and sits alongside the framework to reduce worklessness in the county. The strategy will be a tool for the New Anglia Local Enterprise Partnership (LEP) to influence the provision of skills training in the county and in preparing a bid for funding from the Regional Growth Fund. It will also help formulate proposals for efficiency and service improvements through place based budgeting.

Businesses in Norfolk need to become better skilled if they are to remain competitive in global markets. Tomorrow's jobs are not the same as today's and we would be failing in our collective responsibility if we didn't look towards the future and prepare ourselves to meet any new demand.

There is a need to address the skills of the workforce in key sectors at every level to remain competitive in the global economy. In Norfolk the challenge ahead is great as educational achievement, whilst improving at a pace, remains below that of neighbouring counties in the East of England and therefore presents the potential for a lack of skilled workers in the key growth sectors by 2018.

The strategy has been informed and developed in response to a number of national and regional drivers, namely:

- changes in the machinery of government following the dissolution of the Learning and Skills Council and the introduction of the Young Peoples Learning Agency (YPLA) and the Skills Funding Agency
- The UKCES Ambition 2020 report and the March 2010 UKCES National Strategic Skills Audit
- The Regional Skills Priority statement

The local priorities have been identified through a number of consultations culminating in a larger consultation event in June 2010 involving a wide range of stakeholder organisations. The priorities identified informed the Norfolk Skills Priority Statement which has been incorporated into the regional Skills Priority Statement. <http://www.eeda.org.uk/5172.asp>
The regional statement will be used by the Skills Funding Agency to commission provision in the region.

This strategy identifies three key components that we need to address if we are to help Norfolk achieve its vision to “**make Norfolk famous for its learning and skills**”.

1. Providing skills opportunities for the individual
2. Demonstrating value to the employer of a skilled workforce
3. Improving the system so it provides the skills we need

The new job opportunities of the future will lie in the Low Carbon Energy sectors, Advanced Manufacturing and Agri-engineering. The skill sets in the core sectors of Retail, Tourism, Agriculture, Social Care and Financial Services will need to grow and we will need to tackle the underlying low level of basic skills in the county so we can :

- Capitalise on the opportunities of moving to a low-carbon economy
- Build on our sources of international competitive advantage and regional distinctiveness
- Be competitive in the workplace
- Provide jobs for sustainable construction, particularly in STEM skills and construction

Norfolk strategy and actions

For Individuals

Challenge 1 : Promote a culture of lifelong learning and encourage progression

How best to support individuals who are motivated to get advice and support to achieve their ambition through up-skilling?

We aim to do this by :

- Mapping training opportunities, by key sectors, across the provider base
- Establishing progression pathways across training opportunities
- Establishing destination data for training provision
- Annually reviewing the portfolio of provision and measuring that against local sector requirements
- Developing a promotional plan for the portfolio of provision
- Promoting better collaboration between providers
- Influencing the plans of providers to align with local strategic priorities.
- Providing a robust process for identifying needs and gaps in provision.
- Influencing partners to address Literacy, Language and Numeracy needs in the county
- Providing a voice for Literacy, Language and Numeracy in the county and to make the needs in Norfolk more visible
- Providing advocacy around the importance of Literacy, Language and Numeracy provision in supporting people into employment
- Identifying any potential untapped funding to be utilised to improve the support to providers and businesses.
- Monitoring the capacity to deliver Literacy, Language and Numeracy within the county

Challenge 2 : Improve economic inclusion

How to engage those who are disengaged by either choice or circumstance and support them in developing their skills and persuading them to up-skill and look at future work opportunities?

We aim to do this by :

- Influencing the Work Programme system to provide a “Personal Employment Plan” for clients to allow the monitoring of progression.
- Aligning skills training with work opportunities through Service Academy models and the Work Programme
- Lobbying public sector and major employers for the take up of a simplified Job application form for “lower” level jobs

Challenge 3 : Raising Aspiration

How to ensure that individuals have a clearer understanding of local skill development and job opportunities and the pathways into these through improving IAG and careers services to reflect the opportunities of a changing economy

We aim to do this by :

- Providing a single point to share Local Management Information including identification of target groups and key sectors
- Supporting IAG and careers services to reflect the opportunities of a changing economy

For Employers

Challenge 1 : Employer engagement

How to increase employer understanding of the benefits of skills to their organisation?

We aim to do this by :

- Publicising and explaining to employers the ways in which they can contribute to the skills agenda
- Identifying “Beacon” employers in key sectors and sharing good practice.
- Developing a portal which improves the knowledge of courses for employers and skills brokerage

Challenge 2 :Building a demand led Training system

How do we support the training needs of the key sectors at all levels?

We aim to do this by :

Identifying skills gaps in the priority sectors on an annual basis

- Energy/low carbon
- Advanced engineering and manufacturing
- Health & social care

For the System

Challenge 1: A system fit for purpose

How do we increase the overall quantity, level and quality of skills in the Norfolk economy?

We aim to do this by :

- Mapping provision by sector, level and provider to provide a baseline of provision
- Producing a gap analysis of provision and increase provision as applicable through influencing the plans of providers through the provider network
- Reviewing provision annually in November and update database(s)

Challenge 2 : Cultivating Higher level skills.

How do we address higher level skills gaps?

We aim to do this by :

- Identifying, supporting and promoting the work of organisations seeking to develop aspiration toward employment in higher skilled occupations
- Proposing a clear higher level skills strand in the SkillupNorfolk portal
- Identifying, supporting and developing sector based careers events
- Pursuing appropriate Sector Skills Councils for provision maps and recommendations for enhancement in Norfolk. Involving sector groups in developing the training progression routes toward higher level vocational skills
- Ensuring that all enterprise and innovation activity in the County is informed of the higher level skills offer.
- Supporting and promoting the Employability model for those with higher level skills seeking career paths

Challenge 3 : Strengthen partnerships

How do we share the “ vision” to ensure that the provision available locally is sufficiently differentiated and then targeted to reflect the needs of Norfolk

We aim to do this by :

- Reviewing the effectiveness of existing groups and partnerships supporting the skills agenda.
- Lobbying for Norfolk solutions by challenging existing groups and partnerships to engage in greater debate around the pressures on provision

The Role of the Employment and Skills Board

A collaborative and influencing role in driving forward the skills agenda through:

1. Skills opportunities for the individual
2. Demonstrating value to the employer of a skilled workforce
3. Improving the system so it provides the skills we need

Setting the Context

National:

In *Ambition 2020*, the UK Commission for Employment and Skills set out a compelling analysis of the evidence relating to the UK's international position on productivity, employment and skills. Despite significant progress in skills over the last decade, the UK is not world class in skills, and not yet on a trajectory to be so by 2020.

http://www.ukces.org.uk/upload/pdf/UKCES_FullReport_USB_A2020.pdf

Identified within *Ambition 2020* were a number of challenges:

- Relative to other industrialised nations, we have too few businesses in high skill, high value-added industries, too few high performance workplaces and are creating too few high skilled jobs. Comparative to our ambition, we don't have enough employer demand for skills;
- Too many young people in the UK fail to gain the basic, employability and lower level skills needed to progress in work. As a result, too few adults possess the skills to succeed in tomorrow's labour market, or the motivation, confidence and opportunity to gain them;
- Current employment and skills systems in the UK are neither fully integrated, nor sufficiently aligned to labour market needs. They are also excessively complex because they do not empower customers to drive demand, performance or quality improvement.

They have identified three strategic priorities for 2009-2014

1. Building a more strategic, agile and demand-led employment and skills system
2. Maximising individual opportunity for skills and sustainable employment
3. Increasing employer ambition, engagement and investment in skills

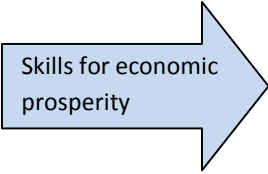
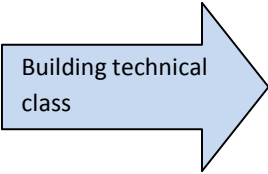
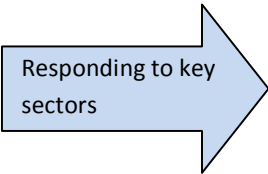
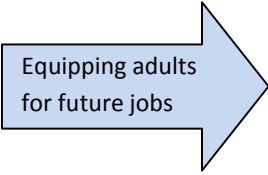
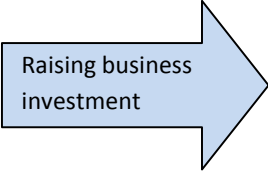
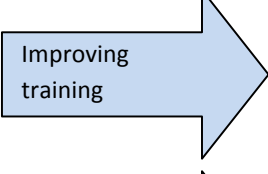
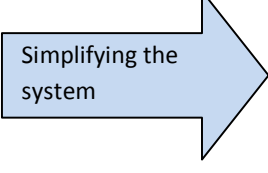
The BIS National Skills Strategy (November 2009) "*Skills for Growth*" identified skills as a key part of their plan for economic recovery, and an urgent challenge.

<http://www.bis.gov.uk/wp-content/uploads/publications/Skills-Strategy.pdf>

The future must have people who have the skills demanded by modern work in a globalised economy. Skilled people are more productive and more innovative. Skills give individuals wider options; they climb higher, earn more and get more out of work. And skilled people are the foundation of successful businesses.

Rising to this challenge will require a radical shift in some of the priorities of our skills system.

Priorities include:

 <p>Skills for economic prosperity</p>	<ul style="list-style-type: none"> • Three quarters of young people to participate in HE or complete an advanced apprenticeship or equivalent technician-level course by the age of 30 • A national scorecard will measure the success of the system based on employability: the ability of the system to respond to skills demand: and the economic value of qualifications
 <p>Building technical class</p>	<ul style="list-style-type: none"> • 35,000 new advanced apprenticeship places • Apprenticeships scholarship fund
 <p>Responding to key sectors</p>	<ul style="list-style-type: none"> • Match funding training for L3 and L4 in priority sectors • New National Skills Academies bidding round
 <p>Equipping adults for future jobs</p>	<ul style="list-style-type: none"> • Trebling access to training institutions through skills accounts • Improving information about likely real-world benefits of taking courses
 <p>Raising business investment</p>	<ul style="list-style-type: none"> • Giving people the right to request time to train • 20,000 new apprenticeship places through public procurement • Championing skills utilisation and leadership and management skills
 <p>Improving training</p>	<ul style="list-style-type: none"> • Simpler funding and monitoring arrangements for best providers • More and publicly available data about performance
 <p>Simplifying the system</p>	<ul style="list-style-type: none"> • New role for Regional Development Agencies • Reducing number of skills agencies by over 30

In January 2010 BIS published a new strategy “*Going for Growth*” which builds on the approach set out in “*New Industry, New Jobs*”.

<http://www.bis.gov.uk/wp-content/uploads/2010/01/GoingForGrowth.pdf>

It outlined six new priorities:

1. Supporting **enterprise** and entrepreneurial activity;
2. Fostering **knowledge** creation and its application ;
3. Helping **people** develop the skills and capabilities to find work and build businesses and industries of the future
4. Investing in the **infrastructure** required to support a modern low carbon economy;
5. Ensuring **open and competitive markets** to drive innovation and rising productivity;
6. Building on our **industrial strengths** where we have particular expertise or might gain a comparative advantage;
7. Recognising and employing the right strategic role for **Government in markets** that allows us as a nation to capitalise on new opportunities

On 19th January 2010 BIS rationalised the 11 Departmental Strategic Objectives (DSOs) and 47 indicators inherited from BERR and DIUS and set out 7 DSOs and 32 indicators for BIS. They are designed ‘to set simpler, challenging and measurable objectives for the department’ and drive the business planning for 2010/11.¹ The fifth DSO (DSO5) is particularly relevant to the learning and skills sector:

Improve the skills of the population through excellent further education and world-class universities, to build a more economically competitive, socially mobile and cohesive society.

The indicators, which will become key drivers and priorities for the learning and skills sector for the immediate future, are as follows:

- 597,000 people of working age to achieve a first level 1 or above literacy qualification between 2008 and 2011 and; 390,000 people of working age to achieve a first entry-level 3 or above numeracy qualification between 2008 and 2011;
- To increase to 79% the proportion of working age adults qualified to at least level 2 by 2011;
- To increase to 56% the proportion of working age adults qualified to at least level 3;
- 130,000 to complete the full Apprenticeships Framework in 2010/11;
- To increase to 36% the proportion of working age adults qualified to at least level 4 by 2014, with an interim milestone of 34% by 2011;
- Increase participation in Higher Education towards 50% of those aged 18-30, with growth of at least a percentage point every 2 years to 2010/11.²

¹ Departments are required to report progress against PSA targets annually. These Autumn Performance Reports (APR) are normally published in December each year and the BIS APR can be found on the BIS internet site here <http://www.berr.gov.uk/files/file53923.pdf>. The skills PSA indicators are on pages 15-18. A shorter version with minor updates has been provided by BIS and is available here http://www.isis.org.uk/Libraries/Governance/BIS_SkillsProgressBriefingPaper_1.sflb.ashx

² We will endeavour to identify what progress has been made towards these targets to date in order to establish the level of challenge involved in meeting the targets in the proposed timeframes.

In February 2010 a Review of the Integration of Employment and Skills was commissioned, the work to be carried out by UKCES and reported in 2011.

http://www.ukces.org.uk/upload/pdf/UKCES_Review_Web.pdf

The review will look at the whole of the publicly funded employment and skills system, including Higher education, and considers job seekers, those entering the labour market and those who have been in employment for many years, but have not had the opportunity to develop their skills and progress within the workplace.

It will aim to answer two key questions:

1. How much progress has been made towards integrating employment and skills services?
2. What more needs to be done to create integrated services?

There are five headline success criteria:

- **Agile** – to respond to the needs of individuals, communities and employers
- **Ambitious** – in its aspirations for employers and individuals as customers
- **Affordable** – for Government in all economic conditions
- **Accountable** – to its users as customers
- **Aligned** – goals, behaviours and resources

Full details can be found as Annex A of this strategy.

This was followed in March 2010 by the National Strategic Skills Audit which analysed the skill needs in emerging sectors as well as existing ones.

www.ukces.org.uk/reports/skills-for-jobs-today-and-tomorrow-the-national-strategic-skills-audit-for-england-2010-volume-1-key-findings

www.ukces.org.uk/reports/skills-for-jobs-today-and-tomorrow-the-national-strategic-skills-audit-for-england-2010-volume-2-the-evidence-report

The size, value and maturity of the sectors vary, but what is clear is that there is a degree of interdependence between them, with several sectors featuring in the supply chain for others, or forming parts of larger sectors, and that there are also a number of commonalities in their skill needs.

Six emerging sectors have been identified as catalysts for growth in the wider economy.

1. Low carbon economy
2. Advanced manufacturing
3. Engineering construction
4. Financial and professional services
5. Digital economy
6. Life sciences and pharmaceuticals

Four other sectors which offer economic and jobs potential but which are currently or potentially constrained by skill deficiencies have been identified. These sectors are:

1. Creative,
2. Care
3. Retail
4. Tourism, hospitality and leisure

Depending on how these criteria all combine, each occupation and skills need is then given a single colour rating, signifying the importance and priority for action

Red – high priority skills needs for immediate action

- Corporate managers as a group, and a range of specific management skills have been identified in a number of key sectors
- Specific and significant management and professional skill shortages have been identified in the computing and software sectors.
- Health and social care professionals are currently in short supply in a number of medical specialisms such as particular medical practitioners
- Science and technology professionals in pharmaceutical and medical technology industries and also in key parts of manufacturing
- Teaching and research professionals across the education sector will be essential to support the supply of new recruits to a number of priority sectors
- Health and social care associate professionals and technical roles are currently in short supply in a number of medical specialisms
- Associate professional and technical roles will be required in a broad range of sectors, particularly manufacturing/process sectors, including oil, gas, electricity, chemicals, pharmaceuticals, automotive, engineering, broadcasting.
- The ageing population will lead to increased demand for care services with particularly significant volume of staff in care assistant roles, who will need greater understanding of ICT to support care users with assisted living technologies.
- The volume of customer service roles is likely to expand and they are highly important to priority industries within the service sector including retailing and after-service and maintenance roles related to manufacturing and digital economy sectors.

Pink – high priority skills needs which are of importance rather than critical to the economy and/or distinct sectors but where deficits are smaller in scale and require a shorter lead time to rectify than for those rated red

- Procurement, commissioning and financial management skills are identified in a range of private sector industries as well as within key parts of the public sector
- Management skills required to develop innovation processes to apply existing products for medical/healthcare markets could be critical to prevent further job loss in parts of the manufacturing sector

- Within the financial services sector risk management, ethics and influencing skills among senior managers are likely to be a necessary
- Specific management skills around data security management and exploitation of intellectual property
- Food technologists for the manufacturing and processing industries and also parts of the biotechnology sector will be essential, to safeguard sufficient quantity and quality of food supplies and safety as the population expands
- Urban planners and actuaries are in short supply for the professional and financial services sector.
- Science and engineering professionals with additional specialist expertise in low carbon energy generation will be needed for large scale projects in the engineering/construction sector and energy generation industries

These National priorities were supported in the CBI Education and Skills Survey 2010
<http://www.cbi.org.uk/ndbs/press.nsf/0363c1f07c6ca12a8025671c00381cc7/835a38cc3458824280257722003ecd7a?OpenDocument>

Priorities for the new government

Employers were very clear about the outcomes they want from the education and skills system. There is a need to ensure school leavers entering a tough labour market have the underlying skills needed for success in any job – over two thirds (70%) of employers want action to improve the employability skills of school leavers, while 63% want action to raise standards of literacy and numeracy.

Similarly over four-fifths (81%) of employers believe ensuring graduates possess employability skills should be the priority for higher education, followed by 42% of firms who want steps to raise the quantity and quality of STEM (science, technology, engineering and maths) graduates. Looking at workforce training, three quarters (75%) of firms believe the focus should be on reducing the bureaucracy associated with government programmes, while almost half (49%) want public funding for the intermediate and higher level skills that will give business a competitive edge.

Investing in skills through the upturn

Employers are focusing their efforts on strategies to help them lay the foundations for future success. Almost two thirds (64%) of employers rank improving productivity and performance as their main priority for the next three years, with just over half (52%) looking to expand market share. Significantly almost two thirds (63%) of employers see investing in skills as vital to achieving these strategic objectives.

However with trading conditions remaining difficult, the majority (58%) of employers plan to leave training expenditure unchanged at present. In response to the squeeze on available resources, more than two thirds (69%) of employers say they will be seeking more cost-effective routes for delivering training, while 63% are maximising returns on their spend by targeting training more effectively.

Getting the right mix of skills

In an increasingly competitive global market, it is essential firms have the right mix of skills – now and in the future. Employers are particularly concerned by the competencies of low

skilled staff with less than half (46%) rating competency levels as good. In addition, firms continue to experience problems with basic skills – 52% are concerned about the literacy and 49% the numeracy of the current workforce.

Looking to the future, employers expect a continued shift towards higher skilled jobs. Business demand for lower level skills is expected to decline (-13%), with employers predicting increased demand for higher skills (+55%) and leadership and management skills (+69%). However despite this increased need, over half of employers (51%) are not confident that they will find enough people to fill high skilled jobs in future.

The importance of employability skills

All employers are looking for young people with strong employability skills, including the ability to solve problems, work in teams, and manage their time effectively. But more needs to be done to address the weaknesses in the soft skills of school/college leavers and graduates.

Over two thirds (68%) of employers are not satisfied with the business and customer awareness of school/college leavers, with 57% unhappy with their time management skills. And while employers are generally more satisfied with the employability of graduates significant problems still remain. Almost half (46%) are dissatisfied with graduates' business and customer awareness, and a quarter are unhappy with graduates' time management (26%) and problem solving skills (24%).

Business has a key role to play in the education system

Over half (56%) of employers believe the best thing they can do to prepare young people for the transition from school to working life is to provide opportunities for work experience. This provides an excellent chance for young people to develop employability skills, although many employers accept they could do better when providing work experience placements. Over a third (37%) of firms felt they provided high quality work placements, but 31% felt they could deliver better outcomes for young people. To improve the quality of work experience for school/college pupils almost half (48%) of employers want greater flexibility to deliver placements outside the traditional two-week block.

Growing strong with science and maths

Science, technology, engineering and maths (STEM) skills are valued by employers across different sectors, with almost three quarters (72%) of firms employing STEM-skilled staff. In particular, STEM skills are vital to areas of future growth and employment including advanced manufacturing and low carbon industries.

Skills shortages may hold back progress – 45% of employers are currently having difficulty recruiting STEM-skilled staff, with almost six in ten (59%) of firms expecting difficulty in the next three years.

Urgent action is needed to increase the number of young people studying STEM subjects. Over two thirds (69%) of employers want government to promote science and maths in schools, while half (52%) want to protect funding for STEM at university level. Business recognises it has a role in improving perceptions of science subjects – with 71% believing employers should provide work placements to give young people an insight into STEM careers.

The value of HE-business partnership

Effective partnership between the higher education sector, business and government will be critical to maintaining the economic recovery and developing the UK's international competitiveness in the longer term.

Three in ten (30%) jobs currently require degree level skills.

Employability skills are the most important factor for employers (77%) when recruiting graduates. Degree subject remains relevant with a quarter (25%) of graduate jobs requiring a specific degree discipline.

Two thirds (66%) of employers currently have links with universities, with almost half (47%) of firms providing work placements and 40% partnering with universities on research and innovation.

Staying ahead on workforce skills

Employers invest £39 billion per year training their staff and the skills system must work in partnership with employers to increase economically valuable skills. Over half (54%) of employers in the survey are currently involved in apprenticeships but barriers to further employer involvement must be tackled.

Almost half (46%) of employers are demanding action to strip out bureaucracy, while 41% want support for larger firms willing to train more apprentices than they need for the benefit of SMEs in their sector.

The survey found only 30% of the training employers provide to their staff leads to recognised qualifications, with further reform of vocational qualifications essential. While 70% of firms wanted reform to focus on making the content of qualifications more business relevant, the same proportion welcomed the flexibility to mix and match different qualification units which the new Qualifications and Credit Framework will provide.

The language of business

Language skills are increasingly important in a globalised economy.

Linguistic proficiency helps firms to consolidate their relationships with existing overseas trading partners and develop contacts in new markets.

Most employers (65%) are looking for conversational ability – rather than fluency – to help break the ice with customers or suppliers. Businesses looking for language skills are still seeking traditional European languages such as French (49%), but employers are also increasingly looking further afield with increased demand for Mandarin/Cantonese (44%).

Regional:

The Regional Economic Strategy (RES) for the East of England 2008 – 2031 sets out a series of headline targets which directly relate to Employment & Skills:

<http://www.eastofengland.uk.com/res>

- Productivity and prosperity - a 2.1% growth in GVA per worker
- Employment – by 2031 an employment rate of 70% for 16 – 74 year olds and 80% for working age population
- Skills – to be achieved by 2020 and maintained to 2031 – 90% of adults qualified to NVQ 2 or above, 68% of adults qualified to NVQ 3 and above and 40% of adults qualified to NVQ4 and above
- Inequality – raise the lower-quartile earnings to 60% of average earnings

There are eight goals and associated priorities, five of which relate to employment and skills either directly or indirectly:

Enterprise – priorities include

- Strengthening the region's enterprise culture
- Increasing opportunities for international trade, investment and collaboration
- Enabling high growth businesses to realise their potential
- Improving enterprise performance through effective business support

Innovation – priorities include

- Developing a thriving culture of innovation and creativity
- Commercialising research & development and adopting innovation
- Strengthening clusters around leading private sector R & D companies and research intensive universities
- Positioning the East of England and Greater South East as global innovation regions

Digital Economy – priorities include

- Improving efficiencies and innovation through the application of digital technologies
- Equipping people and businesses with the skills and capability to innovate through digital technologies
- Investing in a leading digital infrastructure

Skills for Productivity – priorities include

- Increasing the demand for and supply of higher-level skills
- Creating a culture where people aspire to train and learn throughout life
- Providing clear progression pathways for learning that improves business performance
- Providing education and training that meets the needs of individuals, employers and the economy

Economic Participation – priorities include

- Equipping people with the confidence, skills and choices for employment and entrepreneurship
- Tackling barriers to employment in the poorest 20% of communities
- Increasing economic demand in areas with low activity rates
- Employers valuing a flexible, diverse and healthy workforce
- A vibrant, skilled and resourced third sector

The Machinery of Government changes resulting in the loss of the LSC and the introduction of the Skills Funding Agency will give a greater responsibility to Regions to identify their skills needs. In response in January 2010 a Regional Priorities statement was produced by EEDA which identified the following **current needs**

These will be based on replacement demand, demand identified by Business Link and Jobcentre Plus, current skills vacancies and shortages and inward investment opportunities – distinct regional information which will inform adult skills in today's economy.

Areas for action:

- An improved region-wide redundancy support services to link individuals with skills shortage and growth sectors and provide an effective offer to more highly skilled people and those seeking high skilled employment.
- A programme of close to labour market interventions with economically valuable outcomes for young people currently unable to gain employment. Programme to enable progressive skills development and maintain motivation in preparation for entry into the labour market.
- An efficient Integrated Employment and Skills service (comprising, for example, of care support, health and disability services, bridging financial support) to support development of economically valuable skills, aspiration, and entry into work, particularly for disadvantaged groups (current gap against 2010 RES target for 80% employment is 95,000).
- Intensified delivery of skills development into areas of need, particularly Priority Areas for Regeneration (Policy SS5) and areas hard hit by the recession (e.g. Peterborough, Harlow, Basildon, Southend, Castle Point, Thurrock, Luton and Stevenage).
- To continuously improve the attainment of economically valuable skills in the direction of national and regional goals: 95% functional literacy and numeracy skills by 2020 (current shortfalls are 385,000 and 280,000 respectively), 90% with level 2 skills (current shortfall of 394,000, 68% with level 3 skills (current shortfall 698,000), 40% with level 4 skills (current shortfall 735,000). Within this to increase the accessibility and uptake of internationally best in class training to develop leadership, managerial, and strategic management skills to increase productivity, jobs and growth. And within all of this to focus on priority occupational areas, sectors, clusters and geographies.
- Entry into and progression in STEM subjects and career pathways from schools, to FE and HE through, for example, the development of technical apprenticeships.
- Deliver a systemic capability and capacity to take the opportunities presented by developments such as the 2012 Olympics and inward investments and divestments.

In addition the following **future needs** were identified:

- Grow the proportion of technical and higher skilled people within the workforce as the structural composition of the economy changes.
- Increase accessibility to higher level skills development and higher education. Improved responsiveness of higher education to the business and skills development needs of the local and regional economy.
- Support high employment sectors to meet replacement demand, focussing particularly on sectors growing jobs and/or value as well as priority sectors identified below
- Centres for development and change will disproportionately drive the demand for skills growth. Key amongst these are the region's 'Engines of Growth'. Provision will need to change, evolve and grow at these locations to support increasing population growth and sector and business demand as follows: Thames Gateway South Essex (transport gateways, ports & logistics, retail, advanced engineering, environmental engineering,

cultural & creative), Milton Keynes South Midlands and Luton as a regional city (financial & business services; transport gateway; logistics, composites; automotive; carnival arts), the London Arc (film / TV / media / multi-media; pharmaceuticals; advanced engineering; transport gateways; business parks), Haven Gateway (digital / ICT / telecommunications; ports & logistics; energy; cultural & creative), **Greater Norwich (food science, biotechnology, health & lifesciences; advanced manufacturing & motorsport; energy; film / multi-media & creative industries; financial services; climate science; transport gateway)**, Greater Peterborough (environmental technologies; high-value manufacturing; financial and insurance services; transport gateway), Greater Cambridge (micro/nanotechnology; venture capital & serial entrepreneurs; digital / ICT; lifesciences and biotechnology; professional business services; heritage, leisure and cultural assets; bloodstock industry).

- Increase investment by learners and employers in economically valuable skills through improved information about the benefits of investing in skills, better advice and guidance provision, and explicit incentive mechanisms, for example, skills accounts.
- Grow subsidised training based on informed demand and contribution to the regional economy and eliminate poor quality provision.
- Provide skills support for those wanting to start their own business or become self-employed.

In terms of **high growth opportunities** - two sets of priorities emerge from this approach:

Very significant concentration and highest priority for identification of skills requirements

- Digital (Cambridge and Ipswich)
- Life Sciences (Greater South East)
- Micro/nanotechnology (Cambridge area)
- Plastic electronics (Cambridge area (academic base, key tech. transfer centre & '1st mover' companies)).
- Low Carbon Buildings (linked to BRE, Watford)

Significant Presence and priority for identification of skills requirements

- Industrial Biotechnology (pharmaceuticals aspects, Greater South East)
- Composites (associated with Cranfield Innovative Manufacturing Centre)
- Low Carbon Vehicles (world class R&D (Ford Dunton; Caterpillar, GM, Lotus Engineering, Nissan Technical Centre Europe))
- Nuclear (linked to Sizewell, Suffolk and possibly Bradwell, Essex)
- **Offshore Wind (Norfolk/Suffolk coastal)**

In addition to sectors explicitly defined within NINJ there are others likely to produce high growth in the East of England because of the region's competitive advantage or demographics:

- Creative industries
- Tourism, hospitality and leisure

Business and professional services relating to key sectors

- Health and Care
- Customer care

The process for developing the annual statement at Regional level is outlined below.

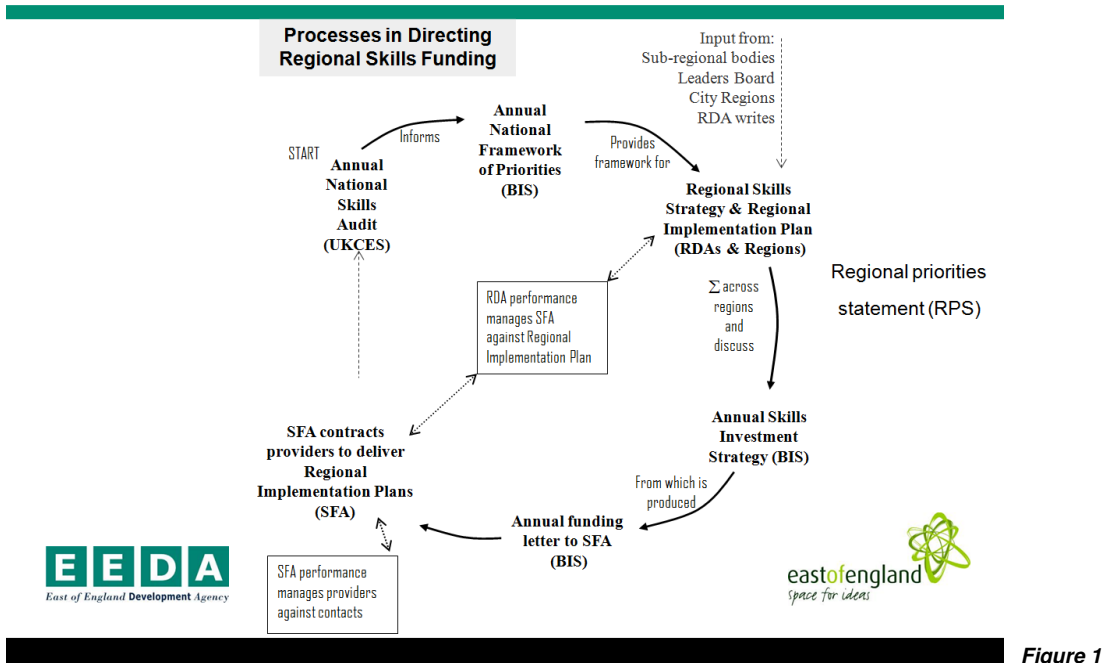


Figure 1

Local:

The priorities identified within the LAA “*Norfolk Economic National Indicator Set*” which have been assigned to the Employment and Skills Board to provide the lead are:

- Proportion of working age population qualified to at least Level 2 or higher (NI 163)
- Proportion of working age population qualified to at least Level 3 or higher (NI 164)
- Proportion of working age population qualified to at least Level 4 or higher (NI 165)
- Skills gaps in the current workforce reported by employers (NI 174) (Note: no further data will be available for this target)

These will be monitored through the Board and data will be presented on a regular basis when updated

Indicator	2008/09 Target	2008/09 Actual	2009/10 Target	2009/10 Actual	2010/11 Target	2010/11 Actual
NI163	69%	65.1%	71%		73%	
NI164						
NI165						
NI174						

Figure 2

Any Adult Employment and Skill strategy must link with the 14 – 19 strategies to ensure progression is suitable planned and co-ordinated.

14-19 Strategic aims and objectives, 2009-2012

To realise our ambitions for Norfolk's young people, we have five strategic aims for each of which there are several objectives.

Aim 1 : Entitlement to Learning and Support

By 2013, we will deliver the national 14-19 entitlement underpinned by impartial Information Advice and Guidance (IAG)

Our **Objectives** are:

- a) to provide sufficient and appropriate capacity for all four learning routes (GCSE/ 'A' level and equivalent, Apprenticeships, Foundation Learning Tier and Diplomas) across Norfolk and for this to be commissioned by the CYPT in a coordinated manner within our sub-regional group;
- b) to entitle all young people 11-19 to receive impartial and learner-led IAG, in line with the National Quality Standards³;
- c) to ensure that every young person has the appropriate support (including through the on-line prospectus, a common application process and individual learning planning) to enable him or her access a suitable choice of learning routes.⁴

Aim 2 : Raising Participation, Achievement and Progression

We will improve participation in education or training by providing appropriate high-quality and valued learning routes for all young people

Our **Objectives** are;

- a) to make full use of the September Guarantee to build full participation and to promote a culture of learning (including through positive activities and integrated youth services) by engaging with young people, parents/carers, families, employers and the wider community;
- b) to develop innovative provision that meets learner needs and choice;
- c) to focus attention particularly on those with learning difficulties or disabilities (LDD), all vulnerable young people including those who are likely to become NEET or are NEET, Looked After Children, care leavers and those in deprived Super Output Areas (SOAs) and the hard to reach;
- d) to provide high-quality experiences and achievement in contemporary settings and contexts for all young people, whatever the qualification route, and to provide appropriate quality assurance;

³ This is an explicit requirement in the Apprenticeship, Children and Learning Bill

⁴ http://www.dcsf.gov.uk/14-19/documents/action_plan_for_14-19_prospectus.pdf

- e) to develop young people's skills so that they are able to achieve and progress throughout adult life;
- f) to develop our workforce - in line with plans for increased participation - to meet all learners' needs.

Aim 3 : Access

We will implement an effective collaborative delivery structure which is appropriately resourced.

Our **Objectives** are:

- a) to build appropriate management arrangements within the county and the region to deliver the entitlement in 2013 and to enable a smooth transition for 16-19 commissioning from the LSC to the Local Authority in 2010;
- b) to develop 'Access' as our underpinning funding and investment strategy for the development of capital and transport infrastructure in line with our plans for increased participation;
- c) to focus activity on an 'entitlement mapping plan' for the four routes and their implementation.

Aim 4 : Engagement of Employers and HE

We will ensure that employer and higher education engagement are integral to the 14-19 reform programme and are managed effectively.

Our **Objectives** are

- a) to embed the Norfolk Employer Engagement strategy;
- b) to support schools and all partners in achieving and sustaining the requirements for Careers, Work-related Learning and Enterprise;
- c) to involve employers and the higher education sector fully in 14-19 partnerships, leading to the enrichment of learning and progression.

Aim 5 : Performance Management

We will raise outcomes against Norfolk's Litmus tests to exceed national targets.

Our **Objectives** are:

- a) to set clear and challenging targets for Norfolk using the Litmus test approach and the annual Progress Check;
- b) to agree clear and challenging targets for all partnerships and institutions that will contribute to achieving the Norfolk and national targets;
- c) to drive up standards of teaching and learning to impact on raising outcomes;
- d) to challenge and support all providers of post-16 provision to ensure that they meet a minimum level of performance.

The evidence

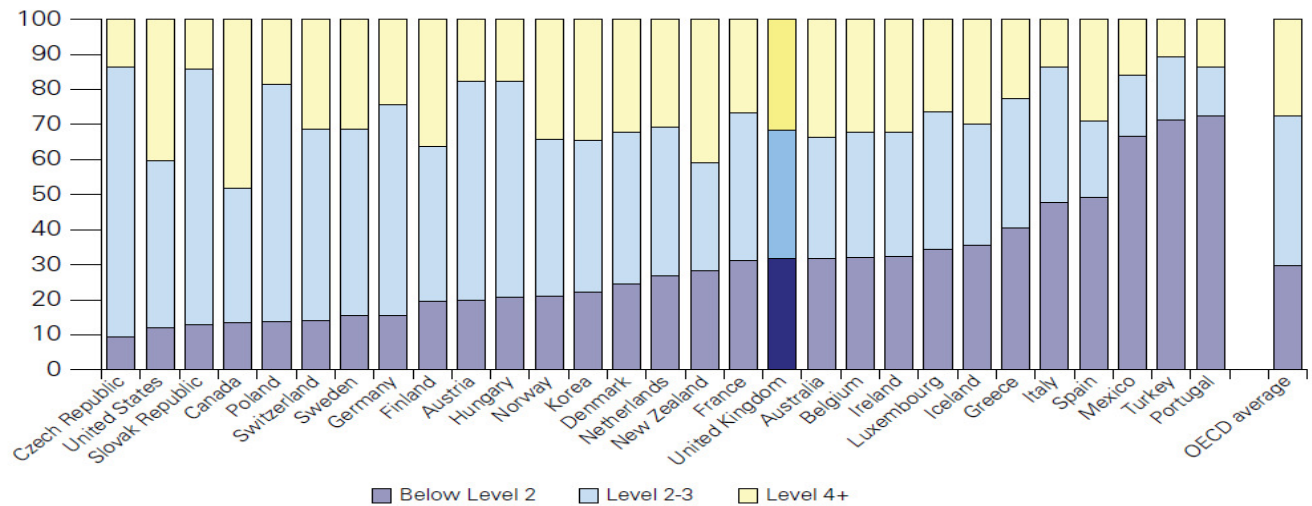
Nationally :

The Skills challenge – Leitch identified the qualification levels needed to make the UK a World Class competitor

	Current level (2008)	2011 Target	2020 Ambition
Qualified to at least L2	71%	79%	90%
Qualified to at least L3	51%	56%	68%
Qualified to at least L4+	31%	34%	At least 40%
Literacy & numeracy skills			95%

Figure 3

Chart 1: International Comparison of Workforce Qualifications, 2007: Percentage of population aged 25-64 that has attained the equivalent of Below Level 2, Level 2-3 and Level 4 respectively



Source: OECD Education at a Glance 2009, Tables A1.2a and A1.3a

Figure 4

Regionally:

EEDA has identified the following as areas for action

- The East of England has lower than average levels of high levels skills but within the region there are significant disparities with **Great Yarmouth** having one of the least qualified workforces with only 10% at level 4 qualification or above.
- Poor progression from basic and low qualifications on to Level 3, 4 and above. Particularly poor L2 (less than 67%) and L3 performance (less than 37% of working age population qualified to this level) in some localities, for example, Luton, Peterborough and Thurrock.
- Young people's participation - with the East of England having a relatively high NEET rate and a low post-compulsory education rate.
- High concentration of migrant workers therefore high demand for and take up of ESOL and entry level skills.
- Supply led interventions - employer demand is not well articulated, providers are driving demand.

Locally:

Norfolk is a low skill, low wage and low productivity county. Norfolk's GVA⁵ is the lowest in the region on both a per capita and per employee basis. However, Norwich's GVA per capita is second highest in region, with Cambridge being the highest.⁶

In terms of educational attainment⁷, Norfolk under-performs at all levels compared with both regional and national figures. The proportion of the county's working age population with no formal qualifications and with NVQ 1 is on a par with the region and Great Britain, however, the gap widens considerably, culminating in a 6% variation on the Great Britain level at both level 3 and 4. Variations within the county are marked with Breckland and Great Yarmouth displaying significantly lower attainment levels at level 2, 3 and 4 than elsewhere - followed by King's Lynn & West Norfolk. Norwich and South Norfolk have the highest attainments at level 3 and 4.

The following tables illustrate the distance we need to move to not only reach East of England averages but to move towards the Leitch Targets in "World Class Skills". (Data Source – EESCP Leitch baseline figures, 2003)

In terms of **functional literacy** – which is defined as being qualified to Level 1 literacy, the figures in table 1 show that overall we are at a "healthy" level when compared to other districts in the region (2003 figures).

However when compared to the Leitch target of 5% without functional literacy – there is much work to do. All districts have to improve by between 4 and 9 percentage points, with Great Yarmouth having the furthest to travel.

⁵ Gross value added is the difference between the value of goods and services produced and the cost of raw materials and other inputs which are used up in production.

http://www.statistics.gov.uk/about/glossary/economic_terms.asp

⁶ The content in this section draws heavily on the Norfolk Employment Growth Study (2005) and a number of summary papers produced by Norfolk County Council Economic Development Unit

⁷ Source: NOMIS (Qualifications Jan-Dec 2006 from ONS Annual Population Survey)

Table 1: Percentage of population aged 16 - 65 without Functional Literacy	
East of England % 2003	13
Leitch target	5
Broadland	9
Norwich	10
Breckland	10
South Norfolk	10
King's Lynn & West Norfolk	11
North Norfolk	11
Great Yarmouth	13

Figure 5

The position for **functional numeracy** – defined as being qualified to Entry level 3 in numeracy is far more serious. As a county, all our districts are below the east of England average of 16% and will have a real challenge to meet the 5% Leitch target. Again Great Yarmouth has furthest to travel

Table 2: Percentage of population aged 16 - 65 without Functional Numeracy	
East of England % 2003	16
Leitch target	5
Norwich	17
Broadland	19
North Norfolk	20
South Norfolk	20
King's Lynn & West Norfolk	20
Breckland	24
Great Yarmouth	30

Figure 6

For those without a level 2 or higher qualification, the situation in the county is mixed, with three districts above the regional average. However the challenge to have only 10% of the population at this level by 2020 is massive, and rightly is the focus of the LSC Train to Gain programme.

Percentages without Level 2+	
East of England % 2003	37.1
Leitch target	10
South Norfolk	28.1
Broadland	33.0
Norwich	35.6
North Norfolk	39.2
Breckland	46.4
Great Yarmouth	47.2
King's Lynn & West Norfolk	48.3

Figure 7

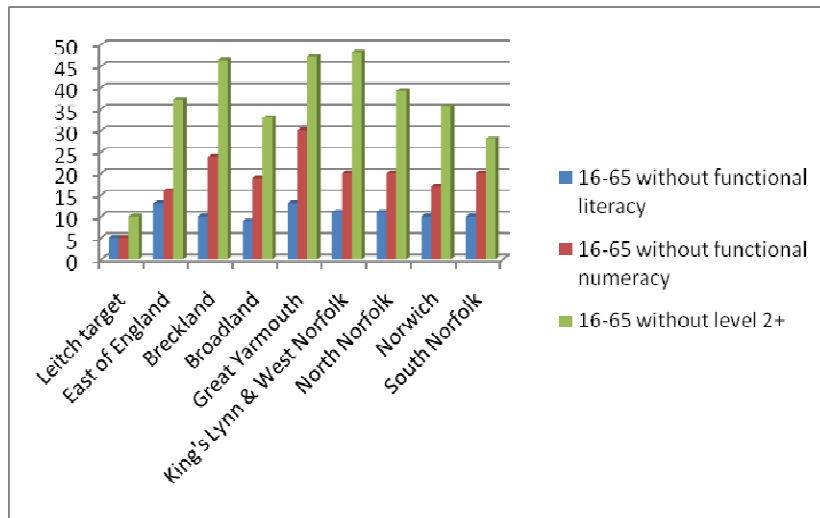


Figure 8: Percentage comparison of Basic Skills levels

The data set on the next page provides supporting information for NI163 and is in the format that will be updated on a regular basis and brought to the Employment and Skills Board. However please note that in this case and that of NI164 and Ni165 which follow, more up to date data is available than is shown in the graphs, the local figures have not been centrally verified and therefore are unable to be used for measuring performance against NI targets.

NI163 - Proportion of population aged 19-64 for males and 19-59 for females qualified to at least level 2 or higher																			
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Norfolk actual	60.63%	61.23%	62.89%	63.53%	63.60%	65.32%	64.73%	65.14%											
Norfolk Target								68%	69%	71%	73%								
Upper Quartile	68.0%	68.9%	70.8%	70.8%	72.0%	72.5%	73.54%	73.14%											
Median	64.9%	66.9%	68.3%	69.1%	69.5%	70.7%	71.55%	71.26%											
Lower Quartile	62.5%	63.7%	64.8%	66.1%	66.7%	68.4%	68.44%	68.95%											
Best (recent) performing NN (Glouc)	68.1%	66.9%	68.2%	70.5%	70.0%	71.6%	76.15%	74.99%											
National Target											79%								
England	63.9%	65.1%	66.0%	66.7%	67.3%	68.2%	68.9%	69.4%											
East of England	63.5%	64.4%	65.0%	66.5%	67.0%	66.3%	67.0%	67.6%											

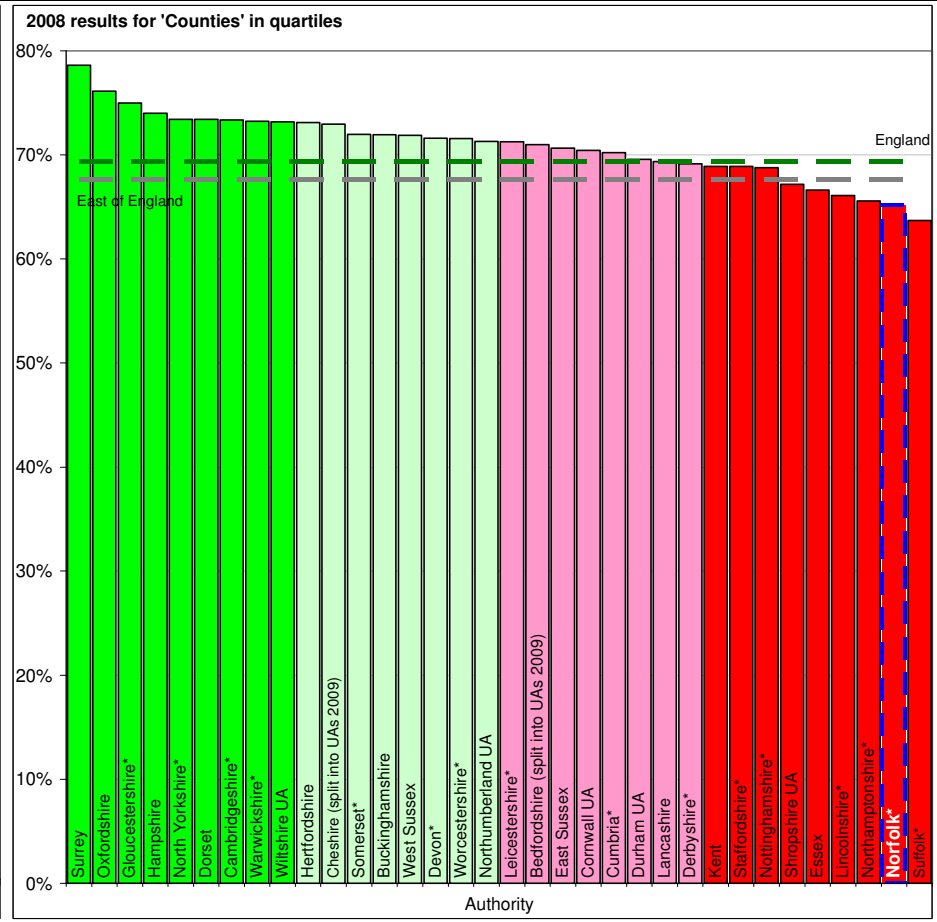
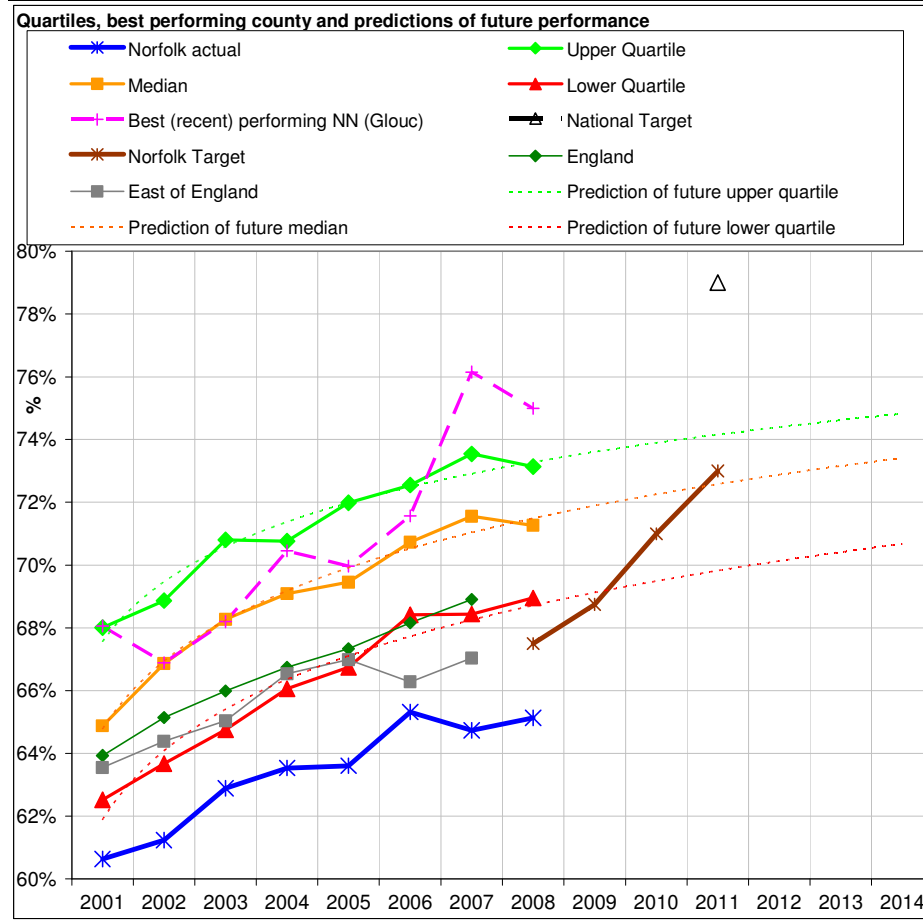


Figure 9

Of the 48 districts in the East of England the **ranking** for “population aged 19 – 59/64 with level 3 and level 4+ qualifications is as follows⁸

District	Level 3	Level 4
South Norfolk	9	6
Norwich	12	14
Broadland	22	28
North Norfolk	31	32
Kings Lynn	40	42
Breckland	43	44
Great Yarmouth	45	48

Figure 10

NOTE 1/48 represents the highest percentage with these qualifications and 48/48 represents the lowest percentage.

This is compounded by the performance of the county in progressing young people into Higher Education. Of the 48 districts in the East the **ranking** for “Percentage of residents aged 18 – 20 entering full time HE” is provided below⁹

Broadland	18
South Norfolk	22
North Norfolk	28
Norwich	31
Kings Lynn	35
Breckland	39
Great Yarmouth	44

Figure 11

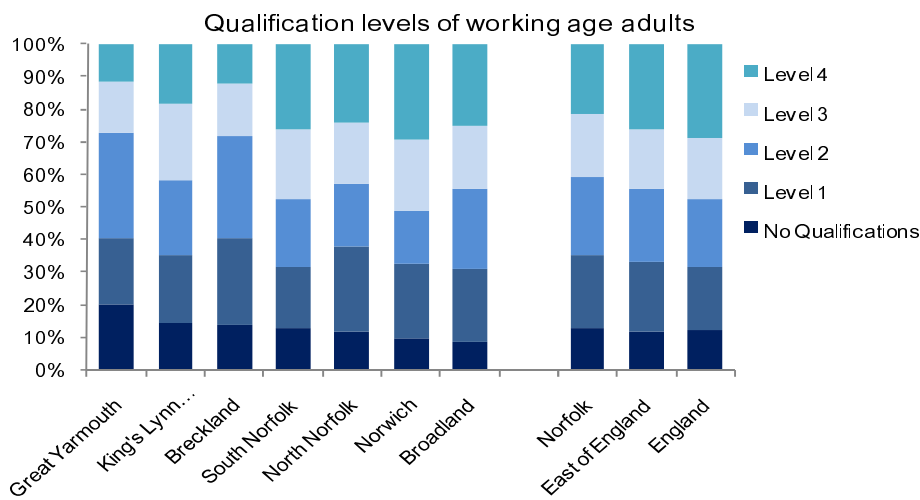


Figure 12 : NOMIS (Qualifications Jan-Dec 2006 from ONS Annual Population Survey

⁸ Source East of England Regional Economic Strategy Evidence Base – ONS Annual population survey

⁹ Source East of England Regional Economic Strategy Evidence Base – 2005/06 DIUS,ONS

The data set below provides supporting information for NI164 and NI165 and is in the format that will be updated on a regular basis and brought to the Employment and Skills Board

NI164 - Proportion of population aged 19-64 for males and 19-59 for females qualified to at least level 3 or higher																			
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Norfolk actual	37.84%	37.87%	40.93%	40.83%	40.05%	42.47%	43.73%	42.89%											
Norfolk Target																			
Upper Quartile	47.0%	47.4%	50.2%	50.2%	50.6%	51.3%	53.24%	52.99%											
Median	43.6%	45.4%	46.4%	47.7%	49.1%	50.1%	50.47%	49.40%											
Lower Quartile	40.1%	41.5%	44.2%	44.7%	45.2%	46.5%	47.25%	47.72%											
Best (recent) performing NN (Glos)	45.0%	49.5%	51.5%	52.9%	51.6%	52.2%	54.70%	55.49%											
National Target											56%								
England	43.6%	44.5%	45.7%	46.4%	47.0%	47.9%	49.0%	49.5%											
East of England	42.0%	42.1%	43.2%	44.8%	45.2%	44.6%	46.2%	46.5%											

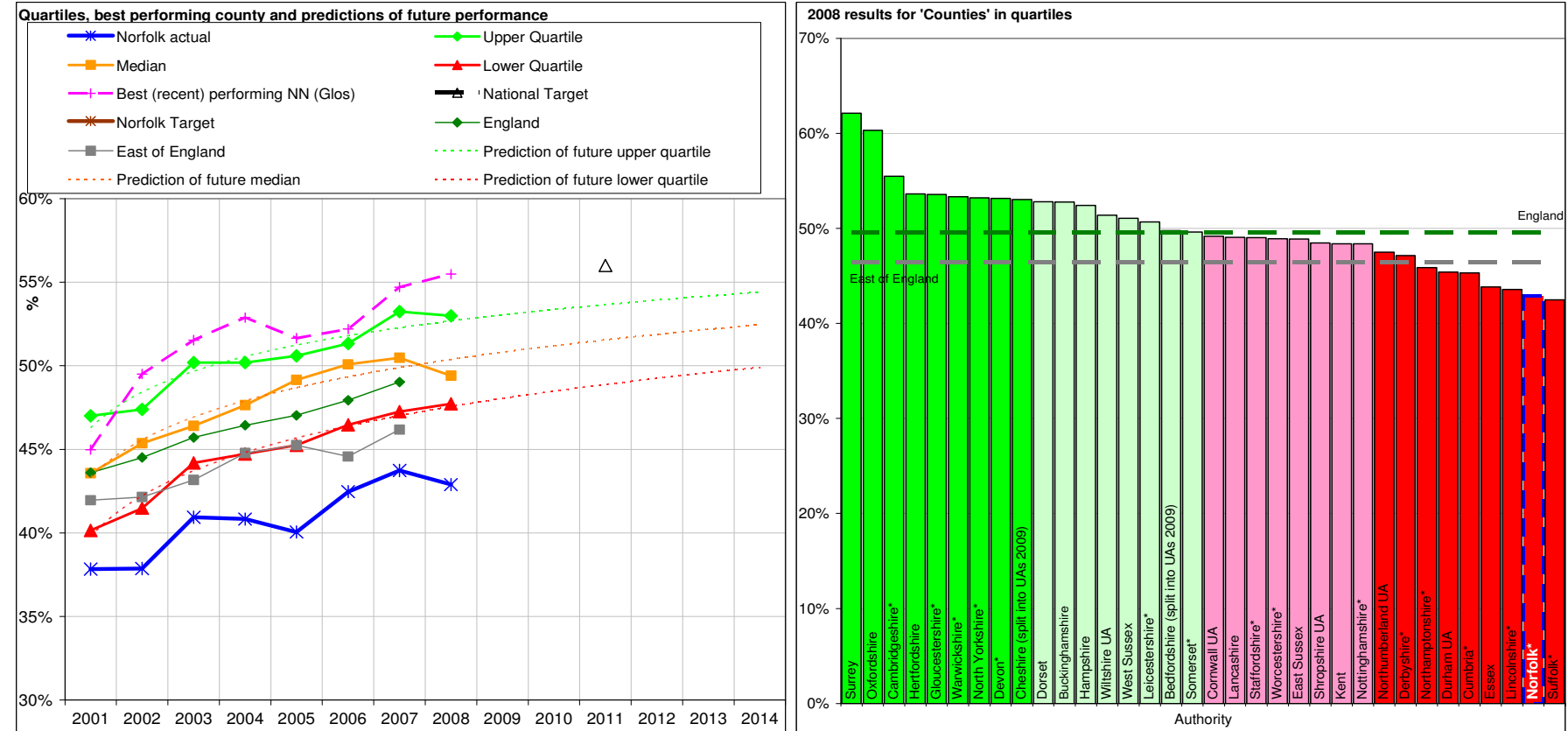


Figure 13

NI165 - Proportion of population aged 19-64 for males and 19-59 for females qualified to at least Level 4 or higher

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Norfolk actual	18.30%	18.32%	22.25%	22.64%	20.98%	22.98%	23.58%	22.86%											
Norfolk Target																			
Upper Quartile	27.97%	27.43%	29.63%	29.78%	29.70%	31.27%	33.24%	33.50%											
Median	24.83%	25.84%	26.06%	27.26%	27.69%	27.96%	29.41%	29.08%											
Lower Quartile	22.00%	21.64%	24.34%	25.30%	25.14%	25.98%	27.22%	27.27%											
Best (recent) performing NN (Cams)	27.76%	31.30%	33.80%	36.67%	34.72%	34.37%	37.39%	40.76%											
National Target																			
England	25.00%	25.49%	26.69%	27.64%	28.04%	28.98%	30.16%	30.53%											
East of England	23.38%	23.57%	24.60%	26.54%	26.58%	26.60%	27.68%	27.84%											

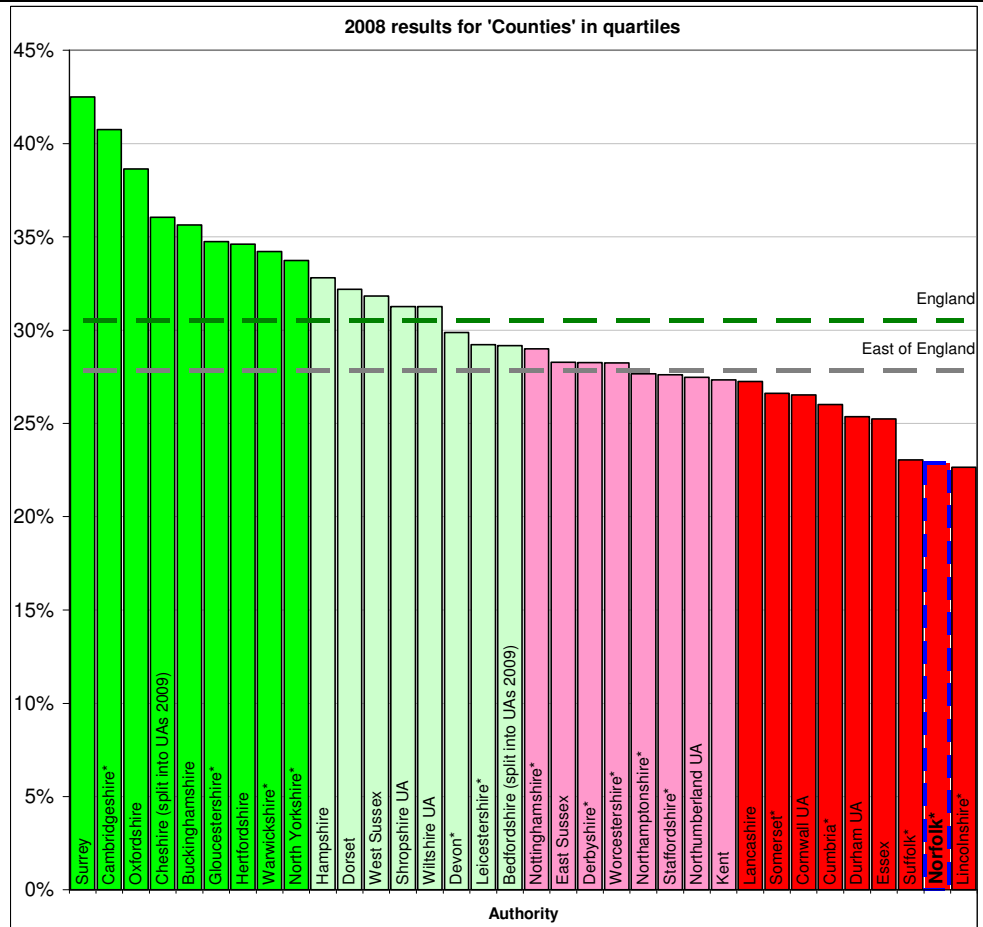
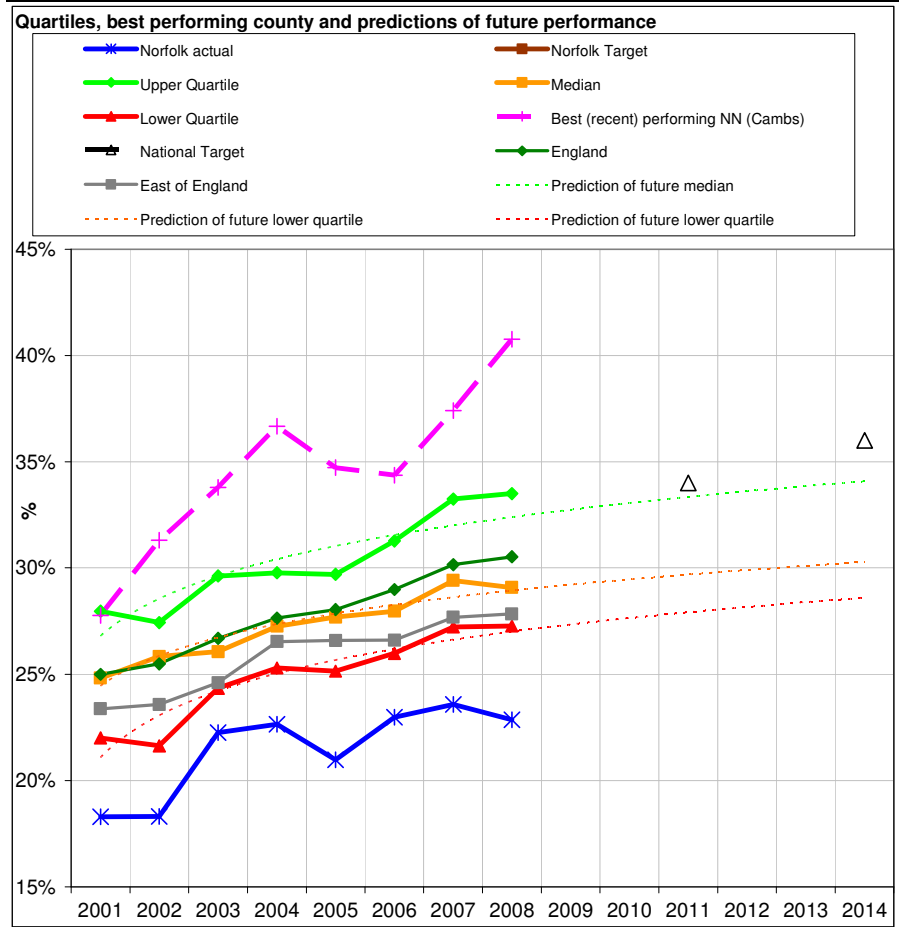


Figure 14

NI174 – Skills gaps data comes with a “health” warning. Due to the nature of the way in which data for NI 174 is collected through business interviews and the data due to the small size of the data set, makes the figures for NI 174 unreliable. This indicator is being removed from April 2010.

NI174 - Skills gaps in the current workforce reported by employers																			
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Norfolk actual	13.70%		15.10%																
Norfolk Target																			
Upper Quartile	14.90%		14.15%																
Median	16.00%		15.00%																
Lower Quartile	17.28%		15.73%																
Best (recent) performing NN (N.Yorks)	20.50%		12.30%																
National Target																			
England	16.40%		15.30%																

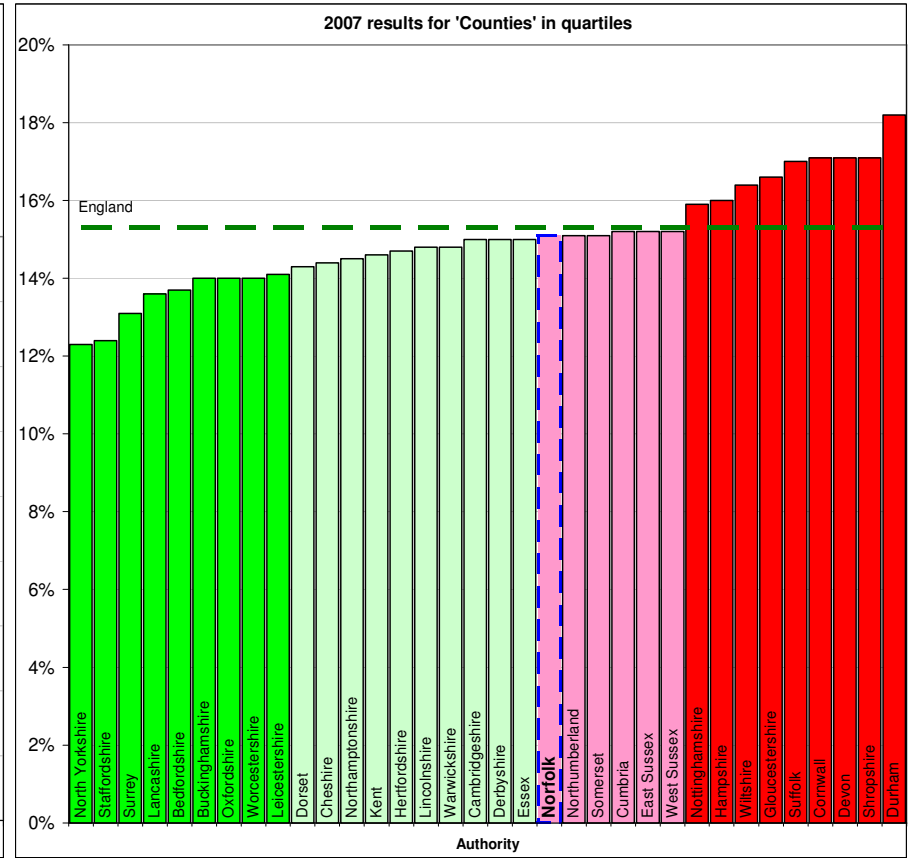
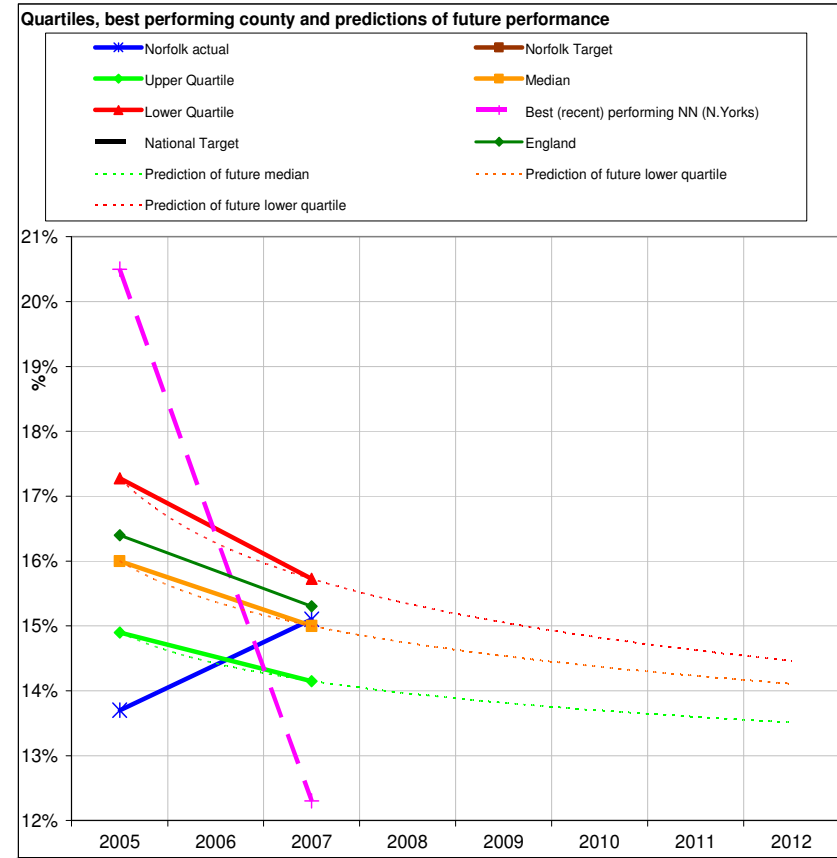


Figure 15

The proportion of those employed in Norfolk within managerial, professional and technical jobs is 35%, compared with 42% for the region and 41% nationally. Occupations of residents in each District show Great Yarmouth to have the lowest level of workers (at 24.7%) in higher level occupations, i.e. managers, professional and technical. This is followed by North Norfolk (30.9%) and King's Lynn & West Norfolk (32.5%).

Norfolk businesses have one of the lowest uptakes of graduates in the UK. Currently only just over 20% of the workplace employees in the county are qualified to level 4 or above. The employment rate in Norfolk is, at 77%, higher than the national average of 74%. In South Norfolk the rate is 85% and only in King's Lynn & West Norfolk (73%) and Great Yarmouth (70%) does the rate fall behind the national average.

Across the East of England the recession has had a significant impact with the loss of 72,000 jobs between the third quarters of 2008 and 2009, an equivalent of 3.0% of the workforce. The sectors showing the largest decline have been in the service sector (45,000 jobs), construction (20,000 jobs) and manufacturing (19,000 jobs). This trend has continued into the latter part of 2009, however, there appears to be a gradual slowing in numbers, with employment falling by 16,000 between August and October 2009. These figures are supported by the regions unemployment figures, with recent trends showing that unemployment has begun to stabilise, with the regional rate around 6.6% in the period August and October 2009, which is unchanged from the previous quarter. In terms of the number of Job Seekers Allowance claimants, The East of England has seen a 1.8% increase, from 1.6% in November 2007 to 3.4% in November 2009. This compares with a national increase of from 2.1% to 4.1% over the same period.

However, recent figures show that the regional labour market appears to be stabilising, with no increase in unemployment levels in the third quarter of 2009. The number of unemployed claimants also fell in October and the seasonally-adjusted claimant count fell for the first time since February 2008. Business surveys also suggest that the pace of job cuts is slowing.

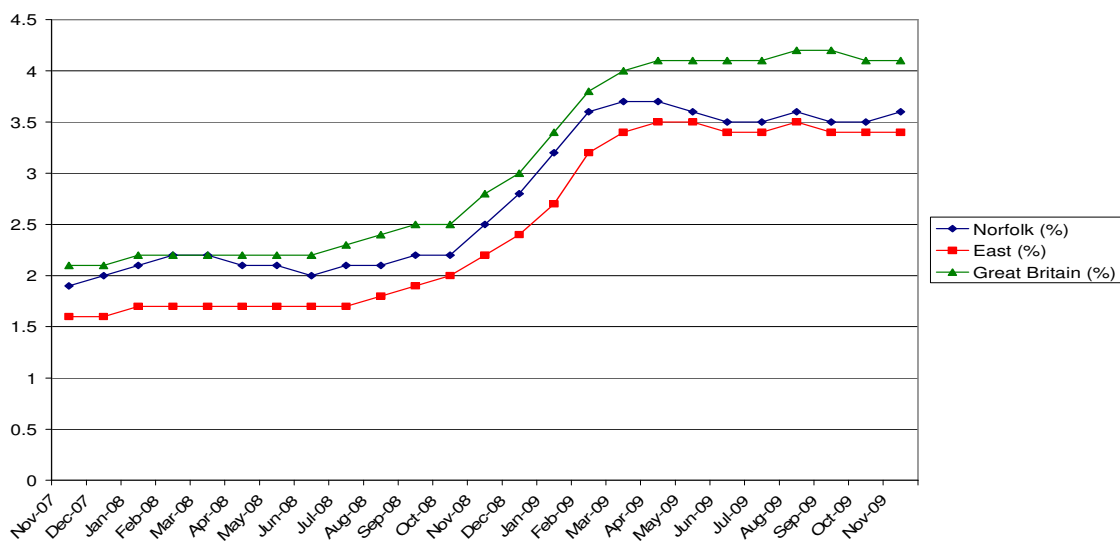


Figure 16 - Source ONS - Jobs Seekers Allowance Claims

An analysis of the regional data shows that the largest increases in claimant counts during the recession have been seen in coastal and rural areas, reflecting the seasonality in employment within the tourism and agri/food sectors. Year on year to September 2009, Norfolk saw an increase of 6604 JSA claimants (61%), however, this increase needs to be put in context with national increases of 68% and a regional increase of 82% over the same period. It is interesting to note that Jobcentre Plus vacancy levels in September 2009 were down 9% year on year compared to 4% regionally and 16% nationally.

A detailed examination of the number of people claiming Job Seekers Allowance across Norfolk shows that increases in claimants peaked in February/March 2010 and numbers are now declining.

All people claiming JSA

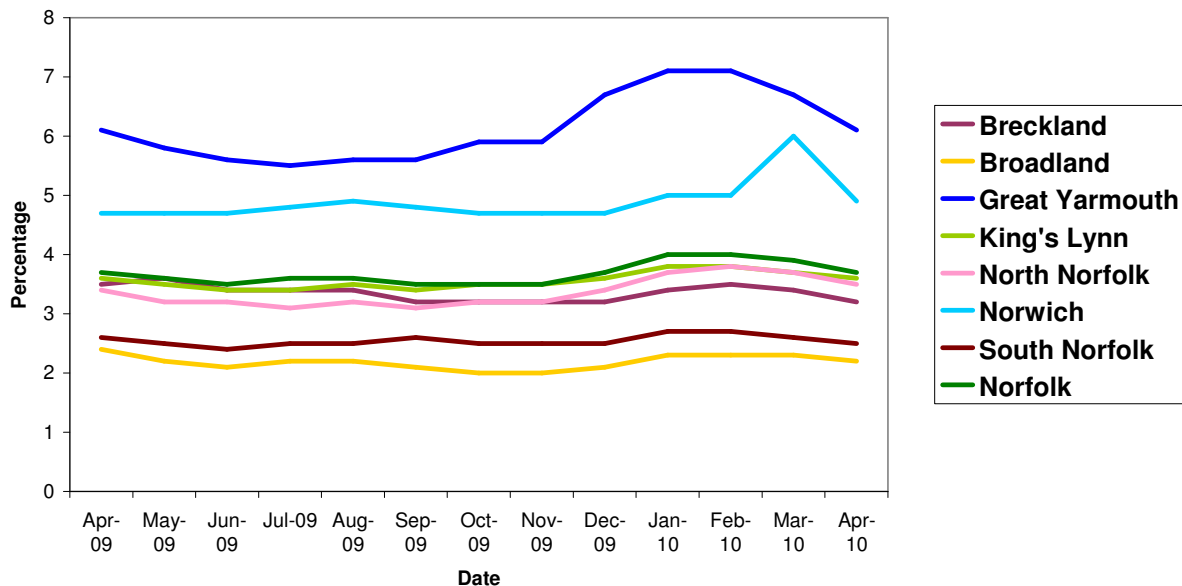


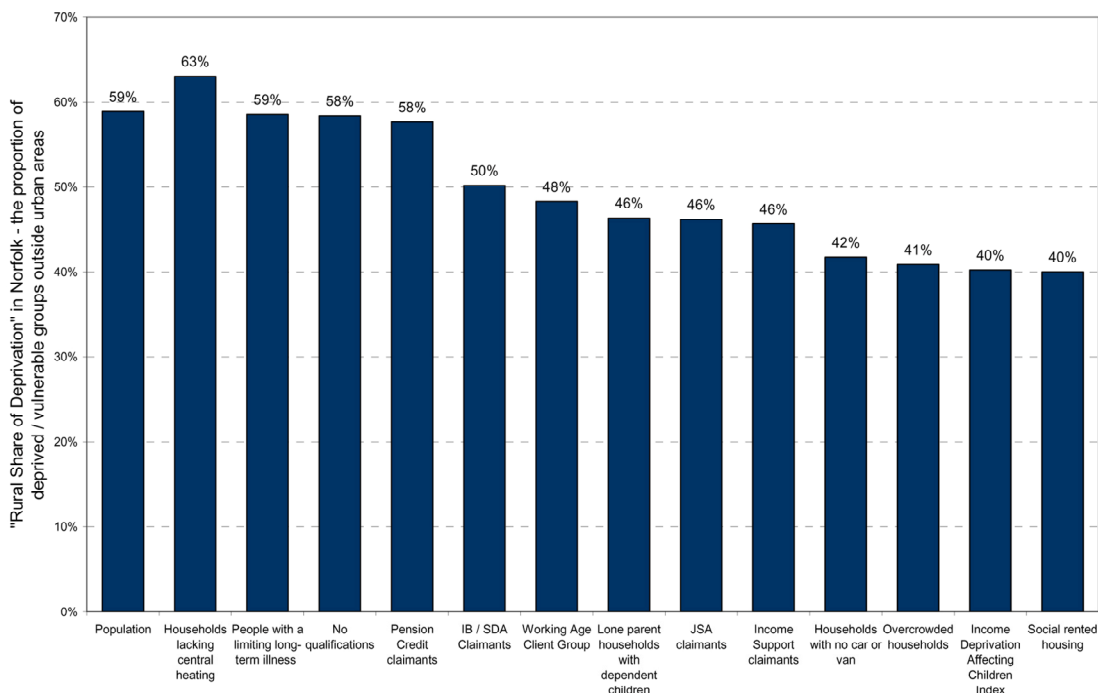
Figure 17 - Source : NOMIS Official Labour Market Statistics

Great Yarmouth continues to have the highest levels of claimants in Norfolk (and the region), at 6.1%, although the district with the largest increase between April 2009 and April 2010 is Norwich at 7.2%.

Area	Count	%age of working age population	Change in count year on year	%age change in count year on year
Norfolk	18,408	3.7	-45	-0.2%
Breckland	2,472	3.2	-182	-6.9%
Broadland	1,595	2.2	-102	-6.0%
Great Yarmouth	3,324	6.1	-15	-0.4%
King's Lynn & West Norfolk	2,914	3.6	-26	-0.9%
North Norfolk	1,850	3.5	22	1.2%
Norwich	4,554	4.9	306	7.2%
South Norfolk	1,699	2.5	-48	-2.7%

Figure 18 – Claimant count change over the last year (NOMIS)

The rural nature of the county adds an additional dimension to consider. Rural deprivation is spread out and as a result the 'hot spots' that are often targeted for initiatives are generally not present, although the total number of those in need is no less.



Source: OCSI (2006). From ODPM (2004); Census 2001; DWP (2005); ONS (2005)

Figure 19 : Rural share of deprivation

The “New Approach to ESOL” (May 2009) has given the responsibility for planning and delivering provision for people with ESOL language needs to the Local Authorities. There is a strong steer toward partnership working to aid the identification of:

- Key priority groups in a local area
- Issues that are preventing the priority groups engaging or progressing in their learning
- Actions that partners need to take to address the issues

A framework for the delivery of ESOL provision is being developed following a series of consultations with stakeholders the Employment and Skills Board will be updated on progress towards the implementation of the new approach and the target groups.

Additional evidence was presented at the Norfolk Skills Priority Event on 10th June and a full list of the evidence used can be found in **Annex B**.

The analysis:

The economy of Norfolk is diverse and reflects the urban, rural and coastal conurbations in the County. Norfolk’s industrial base is characterised by a large number of very small firms with 85% of all companies employing less than 10 people. Only 1 in 20 businesses are of medium size (employing between 25 and 199 people) and less than 1% has 200 or more employees. Correspondingly, a higher proportion of the Norfolk workforce is employed by smaller enterprises (37% in Norfolk compared to 34% in England).

The Norfolk economy is not dominated by any particular sector and a greater proportion of employment is predominantly low skilled jobs in sectors which do not traditionally employ higher skilled employees or graduates.

Norfolk has strong Agriculture and Tourism industry that have been major contributors to the Norfolk economy in terms of both employment and outputs. Norfolk has a wide range of businesses ancillary to these sectors including agri-food, logistics, storage and support.

Other key sectors include Business and Finance, Energy, Health and Life Sciences and Engineering and Electronics. The research institutes which complement these sectors generate international interest in Norfolk, and have resulted in an increase in the creation of high level jobs in Norfolk. The recent growth in the Energy sector represents another example of Norfolk’s ability to utilise its natural resources in partnership with new technologies as illustrated through the green energy developments around the Norfolk coast line. Further developments in these sectors will create more high level jobs as well as increasing the counties outputs and GVA.

Norfolk has only 30% of its jobs defined as managerial, professional or higher technical in comparison with the national average of 40%. Too few young people progress into Higher Education and many of our brightest young people leave the County for Higher Education elsewhere and do not return.

There is a mismatch of provision within the Labour Market creating a bias towards low skilled job opportunities. This supports three key issues:

1. A low level of skills is still a major issue for the County
2. Growth in available employment will carry a higher skills requirement that will outstrip supply.
3. Many workless people are unable to compete in the jobs market (even with migrant workers) due to low skills attainment

Evidence demonstrates that growth in skills attainment is required at all levels but especially basic skills to level 2 and level 4 and above. This trend needs to be closely monitored. Our focus going forward is to drive attainment through the individual, through employers and through a flexible and response system of delivery.

Current Needs:

Sitting alongside national and regional priorities the following issues have been identified locally:

High Value Sectors for Growth:

- Low Carbon renewables
- Advanced Engineering and Manufacturing
- Agri Engineering

Sectors to be protected

- Retail
- Tourism
- Agriculture
- Financial Services

Sectors that are currently Constrained

- Health and Social care

Key issues:

Replacement demand and upskilling at Levels 2 and 3 particularly in the high employment sectors of agriculture, and engineering.

Employers have identified skills gaps in numeracy, literacy, ICT, communication and customer relations. This drives a need for skills in the tourism, hospitality, leisure and customer service areas – The need for L2 in tourism will decline with L3, L4 and leadership & management skills requirements rising.

Agriculture employs a high proportion of workers with no skills and has a reputation of low pay which is not attracting people into the sector.

Manufacturing - Employers report a difficulty in recruiting managers and professionals and also a shortage of engineering craft, technical and graduate skills.

Health and Social Care - There is a current difficulty in recruiting and retaining sufficient staff to offer health & social care which is predicted to worsen as demand for these services increases. There are specific needs in Health and Social care at NVQ level 2 and above.

We need a better Understanding of where the volume for new jobs is coming from

We need a simplification of the system for apprenticeships, making the system easier for employers to engage with and raising their awareness of the benefits.

Cross cutting themes:

Worklessness – We need a change in the type of provision for up-skilling those out of work with a move from generic employability skills such as CV writing to acquiring Basic skills with mentoring and support.

Leadership and Management skills are key to utilising skills currently in the workforce and delivering growth across all sectors.

Growing our own workforce – 80% of future workforce currently in work and is ageing.

Skills Priorities for Norfolk

- Basic Skills
- Apprenticeships – including NHS and Social Care skills nursery
- Foundation and pre-level 1 programmes – cross-sectoral requirements
- Level 4 and Higher Education
- Leadership and management
- Technical, professional ICT and Customer service skills across sectors
- Enterprise in education – work readiness
- Productivity improvement

Future needs

There are many job opportunities in the future for the people of Norfolk, linked to the growth agenda, the array of wind farms and others. It is vital that we prepare our workforce by up-skilling and re-skilling to

- Capitalise on the opportunities of moving to a low-carbon economy:
- Build on our sources of international competitive advantage and regional distinctiveness
- Be competitive in the workplace
- Provide jobs for sustainable construction, particularly in STEM skills and construction.

These priorities translate into the following **skills priorities**:

- **Low Carbon/Renewable Energy**

the East Anglian array of wind farms planned across the coastline that covers North Norfolk, Great Yarmouth, Lowestoft, Harwich and Felixstowe has been identified as a

growth sector with many turbines and associated support services required for construction to begin in 2016. Research shows that demand for new technicians; production operatives and administrative support staff will be in thousands for just the gas and offshore wind sectors. Many Industry representatives believe the biggest area of shortage will be at craft or technician level where apprenticeships with specialist modules of training will be required.

- **Advanced Engineering and Manufacturing**

potential exists for the creation of over 3,000 new job opportunities in manufacturing with more in the associated supply chain. This means focussing on advanced manufacturing/engineering throughout the region. There are a range of Engineering courses offered at level 2/3 in Norfolk and no engineering courses offered at full Degree or Masters Level.

There will be a need for more Level 3 Advanced Apprenticeships in Engineering. An example of current provision is offered at the college of West Anglia where the advanced apprenticeship in engineering provides learners with the opportunity to achieve a framework of qualifications relating to specific pathways. These pathways will be determined by employer led requirements.

- **Health and Social Care**

While Health is seen as a relatively buoyant sector as a career pathway, Social Care is too often seen as offering little incentive. The current difficulty in recruiting and retaining sufficient staff to offer health & social care will only worsen as demand for services increases. Existing staff need to be able to develop their own skills which will in turn improve the image of the work and make it a more attractive career. They will also need to quickly adapt to delivering person-centred services. Current provision offers a range of level 2 and 3 programmes with NVQ or BTEC qualifications but with Child care being the preferred option for young people. Colleges also offer NVQ courses at higher levels to support care managers as well as access courses and foundation degrees for the health and social care sector. UEA has a strong offer of courses supporting the medical and pharmaceutical professions

- **Basic skills**

require investment as lack of basic skills is the biggest barrier to employment in Norfolk. Without basic skills our workless population is unable to compete in the labour market. Norfolk has a skills deficit at ALL levels. People out of work need to be in work, those in work with no skills need to develop and those with skills need to have these increased to meet future employer demand. – we need access to the evidence base for skills levels of JSA and IB claimants

Employers have identified skills gaps in numeracy, literacy, ICT, communication and customer relations. This drives a need for skills in the tourism, hospitality, leisure and customer service areas. The need for level 2 in tourism will decline with level 3, level 4 and Leadership & Management skills requirements rising. There are no level 4 courses in Tourism offered in Norfolk. There is currently only one level 4 Leadership and Management Course on offer.

Underpinning these specific priorities is the need to ensure that the current and future Norfolk workforce is equipped not only to meet the future skills needs but is able to compete fully in the economy.

This includes:

- Continuing to focus on developing Skills for Life and entry level jobs and skills
- Building a transferable skills base (customer service, functional skills, communication, enterprise behaviours)
- Stimulating employers to release the potential of their workforce at all levels by investing in innovation, leadership and management and entrepreneurial skills.
- Encouraging and supporting innovation, enterprise and self employment.
- Ensuring high quality, responsive labour market led skills provision.
- Improving the offer at foundation level such as:
 - Improving Choices Certificate (COWA)
 - Performing Engineering Operations NVQ1 (GYC)

There are some challenges going forward:

- The funding regimes for providers do not allow risk taking to pump prime new provision
- Releasing funding to develop new learning programmes?
- Persuading employers to invest in the skills of their employees?
- Persuading individuals to up-skill and look at future work opportunities
- Improving information, advice and guidance (IAG) and careers services to reflect the opportunities of a changing economy

High growth opportunities

After consultation with the Economic Development Partnership, Shaping Norfolk's Future Sector Groups and local strategic partnerships there was an agreement on the growth sector areas identified in the strategy document (i.e. low Carbon, Advance Manufacturing, Health and Social Care and basic Skills). Particular emphasis was placed on a need for skills such as ICT literacy among care assistants, being qualified to NVQ levels 2 and 3 in Health and Social Care. In low carbon industries, the partnerships expressed a need for craft and technician level qualifications, a good working knowledge of current environmental legislation, high skilled engineers, and a need for project managers to be qualified to degree level.

Links to the 14-19 Agenda

Two themes emerge from the 14 – 19 analysis, supported by the JAR, that highlights underachievement in a number of schools and some sixth forms and below-average achievement at level 3.

- despite continued improvement Norfolk remains below national and regional averages on a number of indicators;
- there is considerable variation across the county between areas and institutions for both 14-19 and adult provision

Our strategy to take forward the challenges:

Whilst being mindful of the National and Regional priorities the evidence makes it clear that Norfolk have skills needs at all levels from basic skills to higher levels.

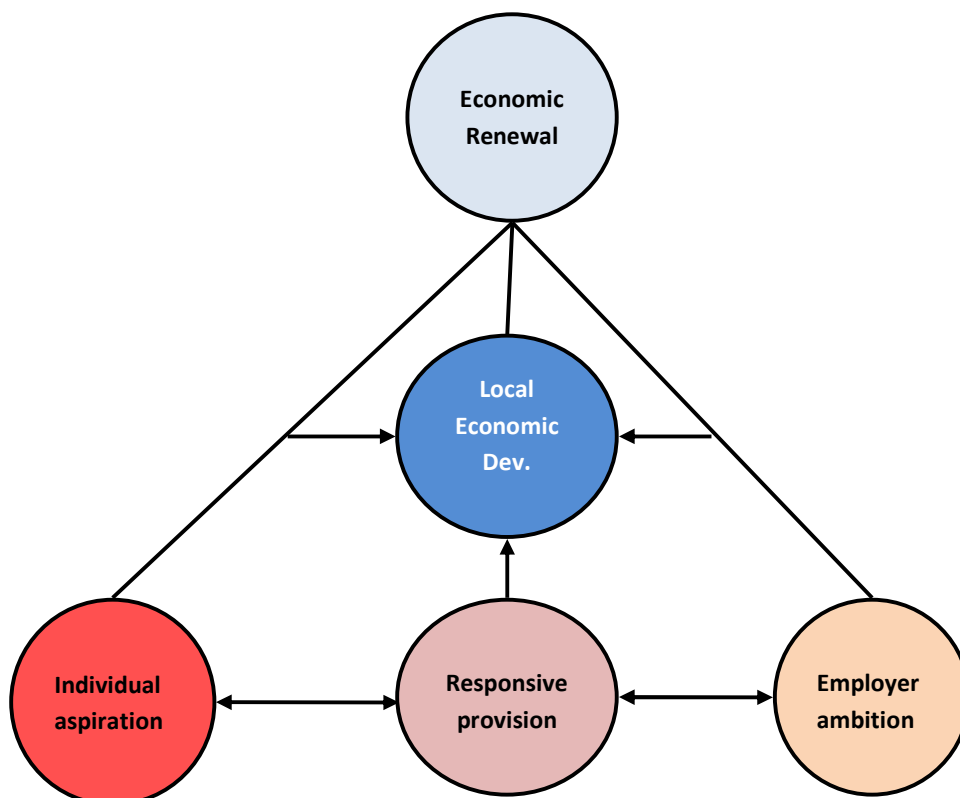
The summary of Strategic Priorities and Actions provided as **Annex C** highlights where Norfolk differs from National and Regional thinking.

- There is a gap in our strategy to address the building of a more strategic, agile and demand led employment and skills system
- Although we are committed to maximising individual opportunity for skills and sustainable employment we do not focus sufficiently well on developing entrepreneurship as a means of achieving this
- There is a clear need to raise recognition of the value of skills among businesses

It is crucial that our response to the skills challenge considers not only the overall volume in skills required, but also the nature of the skills required, by area, sector and level

To address the challenges ahead there are three key strands for action which support the three priority areas (*low skills, low productivity and skills mismatch*) identified by the ESB

- **The Individual:** Maximising individual motivation and opportunity for skills and sustainable employment
- **The Employer:** Increasing employer ambition, engagement and investment in skills
- **The System:** Building a more strategic, agile and labour market responsive employment and skills system



In terms of the **three key strands for action**:

The Individual: *Maximising individual motivation and opportunity for skills and sustainable employment*

This links to the following themes identified in the Skills Road Map

- Skills and our ambitions around 14 to 19
- Skills and worklessness
- Higher level Skills and knowledge Transfer

There are many individuals and organisations with an interest in skills in Norfolk and recent workshops on Worklessness have ensured that there is a better and wider understanding of the contribution skills could make to tackling deprivation, social exclusion and increasing levels of prosperity in the county.

The introduction of the new Diplomas is providing new opportunities for skills development for 14-19 year olds

Norfolk is a pilot area for the Integrated Employment Service (IES) with skills health checks and information, advice and guidance being provided in partnership with Norfolk Guidance Service.

SFA, JC+, ESF, EEDA, WNF, LEGi and other funding is providing opportunities for first step skills development whilst Train to Gain is providing opportunities for those in employment to upskill.

The Employer: *Increasing employer ambition, engagement and investment in skills*

This links to the following themes identified in the Skills Road Map:

- Exploiting the potential of business facing organisations
- Getting the messages across
- Understanding sectors and what they need
- Creating and sustaining a community of interest

The Chamber of Commerce and Business Link have been tasked with getting the skills message across through their networks and newsletters. The Chamber is developing an information portal for businesses and individuals

The *BIG SKILL 2009*, the *EDP Business Awards*, the *EDP Tourism in Norfolk Awards* and other large ceremonies and celebrations are raising the profile of skills in the county.

The Skill Up “brand” has been established and a workshop in November 2009 looked at ways in which we can connect up better Economic Development, employers, business facing agencies and providers

Shaping Norfolk’s Future sector co-ordinators are taking a lead in understanding and articulating the needs of their sector

The System: *Building a more strategic, agile and labour market responsive employment and skills system*

This links to the following themes identified in the Skills Road Map:

- Leadership
- Higher level Skills and knowledge Transfer
- End-to-end programmes
- A web-based Employer Guide to training
- Skills and economic development

The CSP has agreed that the Employment and Skills Board takes the lead on the challenge of Skills for the county.

The UEA has established a business facing department in their Norwich Business School

The county has a number of National Skills Academies which aim to provide joined up skills development at all levels to meet the needs of their sectors

- Financial Services
- Food and Drink Manufacturing
- Retail
- Hospitality
- Creative & Cultural Skills

In addition there is a Logistics Academy for Skills for Logistics

Next steps: Given our three priority areas for the county

- Low skills
- Low productivity
- Skills mismatch

If we are to address the issue of **low skills** we need to attack those elements which contribute to the problem, namely the **individual, the employer and the system**. Success would result in higher productivity and a reduction in the skills mismatch

The **Skills for Norfolk** can be summarized as

- Basic Skills
- Apprenticeships – including NHS and Social Care skills nursery
- Foundation and pre-level 1 programmes – cross sectoral requirements
- Level 4 and Higher Education
- Leadership and management
- Technical, professional ICT and Customer service skills across sectors
- Enterprise in education – work readiness
- Productivity improvement

The Challenges ahead

For Individuals

Challenge 1 : Promote a culture of lifelong learning and encourage progression

How best to support individuals who are motivated to get advice and support to achieve their ambition through up-skilling?

We aim to do this by :

- Mapping training opportunities, by key sectors, across the provider base
- Establishing progression pathways across training opportunities
- Establishing destination data for training provision
- Annually reviewing the portfolio of provision and measuring that against local sector requirements
- Developing a promotional plan for the portfolio of provision
- Promoting better collaboration between providers
- Influencing the plans of providers to align with local strategic priorities.
- Providing a robust process for identifying needs and gaps in provision.
- Influencing partners to address Literacy, Language and Numeracy needs in the county
- Providing a voice for Literacy, Language and Numeracy in the county and to make the needs in Norfolk more visible
- Providing advocacy around the importance of Literacy, Language and Numeracy provision in supporting people into employment
- Identifying any potential untapped funding to be utilised to improve the support to providers and businesses.
- Monitoring the capacity to deliver Literacy, Language and Numeracy within the county

Challenge 2 : Improve economic inclusion

How to engage those who are disengaged by either choice or circumstance and support them in developing their skills and persuading them to up-skill and look at future work opportunities?

We aim to do this by :

- Influencing the Work Programme system to provide a “Personal Employment Plan” for clients to allow the monitoring of progression.
- Aligning skills training with work opportunities through Service Academy models and the Work Programme
- Lobbying public sector and major employers for the take up of a simplified Job application form for “lower” level jobs

Challenge 3 : Raising Aspiration

How to ensure that individuals have a clearer understanding of local skill development and job opportunities and the pathways into these through improving IAG and careers services to reflect the opportunities of a changing economy

We aim to do this by :

- Providing a single point to share Local Management Information including identification of target groups and key sectors
- Supporting IAG and careers services to reflect the opportunities of a changing economy

For Employers

Challenge 1 : Employer engagement

How to increase employer understanding of the benefits of skills to their organisation?

We aim to do this by :

- Publicising and explaining to employers the ways in which they can contribute to the skills agenda
- Identifying “Beacon” employers in key sectors and sharing good practice.
- Developing a portal which improves the knowledge of courses for employers and skills brokerage

Challenge 2 :Building a demand led Training system

How do we support the training needs of the key sectors at all levels?

We aim to do this by :

Identifying skills gaps in the priority sectors on an annual basis

- Energy/low carbon
- Advanced engineering and manufacturing
- Health & social care

For the System

Challenge 1: A system fit for purpose

How do we increase the overall quantity, level and quality of skills in the Norfolk economy?

We aim to do this by :

- Mapping provision by sector, level and provider to provide a baseline of provision
- Producing a gap analysis of provision and increase provision as applicable through influencing the plans of providers through the provider network
- Reviewing provision annually in November and update database(s)

Challenge 2 : Cultivating Higher level skills.

How do we address higher level skills gaps?

We aim to do this by :

- Identifying, supporting and promoting the work of organisations seeking to develop aspiration toward employment in higher skilled occupations
- Proposing a clear higher level skills strand in the SkillupNorfolk portal

- Identifying, supporting and developing sector based careers events
- Pursuing appropriate Sector Skills Councils for provision maps and recommendations for enhancement in Norfolk. Involving sector groups in developing the training progression routes toward higher level vocational skills
- Ensuring that all enterprise and innovation activity in the County is informed of the higher level skills offer.
- Supporting and promoting the Employability model for those with higher level skills seeking career paths

Challenge 3 : Strengthen partnerships

How do we share the “ vision” to ensure that the provision available locally is sufficiently differentiated and then targeted to reflect the needs of Norfolk

We aim to do this by :

- Reviewing the effectiveness of existing groups and partnerships supporting the skills agenda.
- Lobbying for Norfolk solutions by challenging existing groups and partnerships to engage in greater debate around the pressures on provision

Actions to date

Machinery of Government changes have resulted in the establishment of two funding agencies for skills development – the YPLA for young people aged up to 19 and the Skills Funding Agency for adults aged 19+ and apprentices.

Norfolk has established the 14-19 Strategy Group supported by a Development Team which includes Area Partnership Directors for each of the Children’s Services Areas. The 14-19 partnerships are accountable to the 14-19 Strategy group and take a broad view of the 14-19 reforms, including the Diploma. Local 14-19 partnerships will collaborate at senior leadership level and at Governor level.

The County Strategic Partnership has established the Norfolk Employment and Skills Board with responsibility for the LAA outcome 1 “Thriving Economy” theme and the associated National Indicator set (NI152,163,166,171,175) A Norfolk Skills Priority Event on 10th June 2010 looked at agreeing the “Statement of Priorities for Norfolk” the outcome of which has informed the future actions of the Employment and Skills Board

EEDA has produced the East of England Skills Priorities Statement for 2011/12 to support economic growth and innovation the full document and annexes can be found at <http://www.eeda.org.uk/5172.asp>

Member of the Employment and Skills Board have been identified to lead each of the challenges, set up sub-groups and agree the actions required to address the challenges.

Action Plan :

Strand 1: The Individual	Action	Measures of success	Leads	Term
Challenge 1 : Promote a culture of lifelong learning and encourage progression				
How best to support individuals who are motivated to get advice and support to achieve their ambition through up-skilling?				
Identify Skills gaps in Basic Skills				
<p>Map training opportunities, by each key sectors, across the provider base</p> <p>Establish progression pathways across training opportunities</p> <p>Establish destination data for training provision</p> <p>Annually review the portfolio of provision and measure that against local sector requirements</p> <p>Develop a promotional plan for the portfolio of provision</p> <p>Promote better collaboration between providers</p> <p>Influence the plans of providers to align with local strategic priorities.</p> <p>Provide a robust process for identifying needs and gaps in provision.</p> <p>Influence partners to address Literacy, Language and Numeracy (LLN) needs in the county</p> <p>Provide a voice for Literacy, Language and Numeracy in the county and to make the needs in Norfolk more visible</p> <p>Provide advocacy around the importance of Literacy, Language and Numeracy provision in supporting people into employment</p> <p>Identify any potential untapped funding to be utilised to improve the support to providers and businesses.</p> <p>Monitor the capacity to deliver Literacy, Language and Numeracy within the county</p>	<ul style="list-style-type: none"> Map provision by sector, level and provider to provide a baseline of provision Produce a gap analysis of provision and increase provision as applicable through influencing plans of providers through the provider network Increase demand in key sectors by promotion of portfolio Review provision annually in November and update database(s) Carry out an annual review of Literacy, Language and Numeracy provision, identify gaps and issues for provision and feed these to the provider sub-group for discussion and action Work with Work Programme Prime providers to support the delivery of Literacy, Language and Numeracy skills to their clients Work with the New Anglia and Greater Cambridgeshire & Peterborough LEPs and ACER to actively seek gap funding to support LLN delivery in Norfolk Ensure a common understanding of LLN issues by Identifying key personnel to monitor National Strategy & Policy and report issues that may affect Norfolk provision 	<ul style="list-style-type: none"> Baseline of provision established Provision mapped by sector and level and gap analysis undertaken Increased capacity of provision in the key sectors Increase demand in the key sectors by 10% evidenced by take-up of provision LLN Provision is maintained at current levels Literacy, Language and Numeracy is embedded in the Work Programme delivery Alternative funding is identified and actively pursued Fewer people in Norfolk have Literacy, Language and Numeracy needs Key personnel in place to monitor changes to the National Literacy, Language and Numeracy strategies and policies 	<p>Gary Howard</p> <p>Through the Provider sub group</p> <p>David Pomfret through the Norfolk LLN Strategic Partnership</p>	<p>Short</p> <p>Short & Medium</p> <p>Long</p> <p>Long</p> <p>Medium</p> <p>Long</p> <p>Long</p> <p>Long</p>

Strand 1: The Individual	Action	Measures of success	Leads	Term
Challenge 2 : Improve economic inclusion				
How to engage those who are disengaged by either choice or circumstance and support them in developing their skills and persuading them to up-skill and look at future work opportunities?				
<p>Influence the Work Programme system to provide a “Personal Employment Plan” for clients to allow the monitoring of progression.</p> <p>Align skills training with work opportunities through Service Academy models and the Work Programme</p> <p>Lobby public sector and major employers for the take up of a simplified Job application form for “lower” level jobs</p>	<ul style="list-style-type: none"> Individual action plan to be prepared for each client in the Work Programme & Get Britain Working Group. ESB to co-ordinate a common quality standard Work with the Skills sub-group to ensure that providers of the Work Programme and Get Britain Working activities are represented on the group so training can be aligned Encourage employer partners for the Work Programme to adopt a standard simplified application process through the development of a campaign 	<ul style="list-style-type: none"> 100% of clients have an action plan to an agreed quality standard which provides “Progression data” to aid effective monitoring and action. Providers of Work Programme activities are adequately represented on the provider sub-group and there is demonstrated alignment of SFA funding to Work Programme & Get Britain Working activity. Campaign for the adoption of a simplified application form /process is established 	Vince Muspratt	<p>Medium</p> <p>Short</p> <p>Long</p>
Challenge 3 : Raising Aspiration				
How to ensure that individuals have a clearer understanding of local skill development and job opportunities and the pathways into these through improving IAG and careers services to reflect the opportunities of a changing economy				
<p>Provide a single point to share Local Management Information including identification of target groups and key sectors</p> <p>Support IAG and careers services to reflect the opportunities of a changing economy</p>	<ul style="list-style-type: none"> Develop a web based register of IAG provision, monitor geographical coverage and market to the wider advisor groups through fliers, networks and web links Ensure that the IAG forum is well placed to link to and influence the All Age Careers Service as it becomes established. Identify key members of the Service and including them in the forum Establish a LMI sub-group, bring together data around employment supply/ demand and IAG supply/ demand including data from the All Age Careers Service, JC+ etc 	<ul style="list-style-type: none"> Wider awareness of IAG services, demonstrated through website usage Links to the All Age Careers Service established Accessible data is available for key sectors to IAG professionals. IAG supply and demand is monitored and informs future direction 	Anne Benson with Beverley Evans & Tom Molloy	<p>Short</p> <p>Medium</p> <p>Medium</p> <p>Medium</p>

Strand 2 The Employer	Action	Measures of success	Leads	Term
Challenge 1 : Employer engagement How to increase employer understanding of the benefits of skills to their organisation?				
<p>Identify “Beacon” employers in key sectors and sharing good practice.</p> <p>Develop a portal which improves the knowledge of courses for employers and skills brokerage</p> <p>Publicise and explain to employers the ways in which they can contribute to the skills agenda</p>	<ul style="list-style-type: none"> Employers to be identified through Shaping Norfolk’s Future Sector groups and Skills gap research Skillup Norfolk training portal to be further developed with links to “Help you Choose” Help the SNF sector skills groups and other skills groups to develop a skills strand to their work and provide a reporting framework to the ESB 	<ul style="list-style-type: none"> Sector skills groups and other skills groups develop a skills strand as part of their agenda and through this report to the ESB Sector Skills Councils for the priority skills areas promote skills development in Norfolk Beacon employers identified and skills message disseminated to a wider employer audience Employers more aware of training available and there is a greater take up of the provision 	<p>Sector groups & NAS</p> <p>Norfolk Chamber</p> <p>Chris Starkie</p>	<p>Long</p> <p>Long</p> <p>Long</p> <p>Short</p>
Challenge 2 :Building a demand led Training system How do we support the training needs of the key sectors at all levels?				
<p>Identify skills gaps in the priority sectors</p> <ul style="list-style-type: none"> Energy/low carbon Advanced engineering and manufacturing Health & social care <p>and prioritise provision accordingly</p>	<ul style="list-style-type: none"> Sector Skills priorities to be identified annually by LA Districts (EDOs) supported by SNF sector groups and shared with provider sub-group with action taken to address any gaps Sector Skills groups to work with providers to facilitate the development of flexible provision to meet the skills needs and gaps within their sector Research into key priority areas to be undertaken funded through ESF Technical assistance Lead for Health and Social Care to be identified and skills priorities to be determined and shared with provider sub-group 	<ul style="list-style-type: none"> Skills gaps are identified by sector and other skills groups Provision responsive to meet the skills gaps/needs Priority sectors report annually on the level of satisfaction with the range of skills provision 	<p>Chris Starkie working with existing Sector groups & NAS</p> <p>Sector groups</p> <p>Chris Starkie</p> <p>ESB</p>	<p>Long</p> <p>Long</p> <p>Long</p> <p>Short</p>

Strand 3 : The System	Action	Measures of success	Leads	Term
Challenge 1: A system fit for purpose How do we increase the overall quantity, level and quality of skills in the Norfolk economy?				
Map the needs and “offer” using the SkillUp brand and portal. Review the “offer” annually to ensure it meets local needs	<ul style="list-style-type: none"> • Map provision by sector, level and provider to provide a baseline of provision • Produce a gap analysis of provision and increase provision as applicable through influencing plans of providers through the provider network • Review provision annually in November and update database(s) 	<ul style="list-style-type: none"> • Increased capacity of provision in the key sectors • Increase demand in the key sectors by 10% evidenced by take-up of provision 	Gary Howard Via Provider sub group with links to SNF groups and the Chamber	Short Short & Medium Long
Challenge 2 : Cultivating Higher level skills. How do we address higher level skills gaps?				
Identify, support and promote the work of organisations seeking to develop aspiration toward employment in higher skilled occupations Propose a clear higher level skills strand in the SkillupNorfolk portal Identify, support and develop sector based careers events Pursue appropriate Sector Skills Councils for provision maps and recommendations for enhancement in Norfolk. Involve sector groups in developing the training progression routes toward higher level vocational skills Ensure that all enterprise and innovation activity in the County is informed of the higher level skills offer. Support and promote the Employability model for those with higher level skills seeking career paths	<ul style="list-style-type: none"> • Establish the GENE group as the lead for the Higher skills agenda and develop the membership to include employer representation on the forum • Chamber of Commerce to work with GENE to implement a HE Skills strand • Develop the model of sector based higher level skills and employment events to raise awareness of sectors and promote the employability model to other sectors • Engage with the Sector Skills Councils for the priority areas to map and develop provision and promote to the sector • Establish relationships with priority sector groups through the Gene network • Pilot the development of sector based employability modules using task and finish groups involving employers and course development teams • Provide a module/course pack as a model for effective employer engagement to all colleagues in HE (including HE in FE) 	<ul style="list-style-type: none"> • Membership of the GENE network is increased by 50% from 2010 levels • HE Skills strand established on SkillUp • Double the number of sector events promoted and supported • Sector skills councils more actively involved in Norfolk and all priority sectors for Norfolk represented at GENE • Course module developed which is responsive to employer need • Employer guide produced 	GENE group	Long Medium Long Long Long Medium Medium

Challenge 3 : Strengthen partnerships

How do we share the “ vision” to ensure that the provision available locally is sufficiently differentiated and then targeted to reflect the needs of Norfolk

<p>Review the effectiveness of existing groups and partnerships supporting the skills agenda.</p> <p>Lobby for Norfolk solutions by challenging existing groups and partnerships to engage in greater debate around the pressures on provision</p>	<ul style="list-style-type: none"> • Keep existing groups under review to ensure effectiveness and avoid duplication., encouraging modifications as appropriate e.g. as with the LLN partnership structures • Ongoing activity to ensure that the New Anglia LEP recognises the need to support skills, having identified it as a priority and uses the Skills Strategy as a driver for future actions 	<ul style="list-style-type: none"> • Groups and partnerships are fewer and those remaining are fit for purpose • The Skills Strategy is adopted by the New Anglia LEP 	<p>ESB</p>	<p>Long</p> <p>Long</p>
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Annex A: UKCES 2010 Review: The Integration of Employment & Skills

Headline Success Criteria and Sub-criteria

Agile – to respond to the needs of individuals, communities and employers

Sub-criteria for assessment:

- How effectively is the planning of delivery informed by an understanding of the needs of customers and communities?
- To what extent are services personalised to meet the specific needs of all customers?
- How quickly are delivery partners able to respond to unexpected changes in customer needs and economic conditions?

Ambitious – in its aspirations for employers

Sub-criteria for assessment:

- To what extent does the delivery system motivate customer ambition and aspiration?
- How effectively are individuals supported and empowered to improve skill levels to secure sustainable employment with the ability to progress?
- How effectively are employers encouraged to invest in and use the skills of their employees to increase productivity and business success?
- How extensively is quality of service assessed and used to drive improvement of services for all?

Affordable – for Government in all economic conditions

Sub-criteria for assessment:

- How clear is the understanding of costs throughout the employment and skills system?
- How well are costs of delivery managed to ensure an efficient use of resources without compromising the quality or sustainability of services?
- To what extent does an understanding of cost effectiveness and productivity inform decision making to lead to better outcomes?
- How well understood and promoted is the return on an investment in skills used to leverage
- sustainable increased contributions by customers?

Accountable – to its users as customers

Sub-criteria for assessment:

- To what extent is there clear leadership driving improved outcomes for the system as a whole? How clear and well understood are the roles and responsibilities within the system?
- To what extent is customer feedback and satisfaction levels used to inform and improve service provision to all customers?
- To what extent is timely and robust performance information of delivery partners available and accessible to stakeholders and customers?

Aligned – goals, behaviours and resources

Sub-criteria for assessment:

- To what extent is there a common vision and understanding of an integrated employment and skills service between delivery partners?

- To what extent are targets, measures, incentives and funding streams aligned across delivery partners to drive and support integration and collaboration?
- How effectively are delivery partners' operations and resources aligned to support effective integration of services?
- To what extent does the organisational culture and values of delivery partners support joint working and collaboration?
- How effectively do delivery partners collaborate to deliver services?
- To what extent do all customers experience a seamless integrated service?

ANNEX B:

Norfolk's Sub-regional Skills Priority Statement - Reference List for Evidence base

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2. HM Government: BIS New Industry New Jobs One year On (2010)
3. UKCES National Skills Audit (2010) Volume 1
4. UKCES National Skills Audit (2010) Volume 2
5. Strategic Skills Cluster Report: The Engineering Construction Industry – Business, Innovation and Skills/ UK Commission for Employment and Skills (December 2009)
6. Sector Skills Assessment Report: Low Carbon Cluster (December 2009)
7. HM Government: Jobs of the Future (September 2009)
8. OCSI & Educe Norfolk Work & Skills Plan Worklessness Assessment
9. University of Glasgow Economic Participation Study (October 2009)
10. OCSI & Norfolk RCC: The Rural Share of Deprivation in Norfolk (April 2010)
11. OCSI & Norfolk RCC: Deprived Rural Areas in Norfolk (April 2010)
12. OCSI & Norfolk RCC: Who's there in the Daytime? Workplace and Resident Populations in Norfolk (April 2010)
13. ONS annual population survey – Employment by Occupation (2008)
14. Easton College Strategic Plan 2009-2010
15. COWA Skills Strategy 2009 – 2012
16. GY College Skills Priorities
17. HM Government: Food 2030
18. EEDA: The 2020 Vision for the East of England Food and Farming Sector
19. Collison and Associates Limited: The 2020 Vision for the East of England Food and Farming Sector
20. Insight East: DCSF Economic Data for all areas of the region (2008)
21. Skills Priorities from North Norfolk Local Strategic Partnership
22. Skills Priorities from South Norfolk Local Strategic Partnership
23. Skills Priorities from Great Yarmouth Local Strategic Partnership
24. Skills Priorities from Broadland Local Strategic Partnership
25. Skills Priorities from West Norfolk Local Strategic Partnership
26. Skills Priorities from Voluntary Norfolk
27. Skills Priorities from Norfolk's Rural Community Council
28. Skills Priorities from West Norfolk's Voluntary Community Action Group
29. Shaping Norfolk's Future: Mapping the web development and digital technology sector in Norfolk (March 2010)
30. <http://www.lantra.co.uk/agriskills/launch/> The draft Agriskills Strategy
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www.eeda.org.uk/.../The_2020_Vision_for_the_East_of_England_Food_and
32. RDPE Agri-Food Sector Skills and Knowledge Transfer Programme.
33. Shaping Norfolk's Future: Occupational demands and skills needs in key sectors – digital skills
34. Financial Industries Group: Occupation demands and skills need in key sectors – Professional & Financial Services
35. Breckland: Occupational demands and skills needs in key sectors

36. Current provision: College course analysis (course prospectuses from: City College Norwich, College of West Anglia, Easton College, Lowestoft College, Great Yarmouth College & UEA).
37. Apprenticeships Sub Regional Groups Report East of England 2009/10 (April 2010).
38. LSC: East of England 14-19 Strategic Analysis (September 2009)
39. LSC: East of England Strategic Analysis 2008
40. Norfolk County Council : Connexions: Intended destinations for School Leavers (June 2010)
41. Apprenticeships advertised by Connexions and positions filled in the past 5 years in Norfolk

National - UKCES	National - BIS	Regional - RES	Regional - statement	Local – LAA
Increasing employer ambition, engagement and investment in skills	Promoting skills for economic prosperity			To attract businesses to and support businesses in Norfolk, particularly those offering higher skilled jobs
	Expanding the apprenticeship system to build a new technician class		Grow the proportion of technical and higher skilled people	
Building a more strategic, agile and demand-led employment and skills system	Ensuring the system responds to demand from businesses, while better supporting key sectors	<p>Increasing the demand for and supply of higher-level skills</p> <p>Providing clear progression pathways for learning that improves business performance</p> <p>Providing education and training that meets the needs of individuals, employers and the economy</p> <p>Increasing economic demand in areas with low activity rates</p>	<p>Increase focus on managerial, business and strategic management skills in all sectors; under-provision of HE in the East of England and the responsiveness of the HE sector to the educational & vocational skills needs of the regional economy</p> <p>Support high employment sectors to meet replacement demand in agreed regional priority sectors.</p> <p>Develop distinct and individual skills responses to support the needs of growth areas</p>	

National - UKCES	National - BIS	Regional - RES	Regional - statement	Local - LAA
<p>Maximising individual opportunity for skills and sustainable employment</p>	<p>Empowering all adults to equip themselves for future jobs</p>	<p>Equipping people and businesses with the skills and capability to innovate through digital technologies</p> <p>Creating a culture where people aspire to train and learn throughout life</p> <p>Equipping people with the confidence, skills and choices for employment and entrepreneurship</p> <p>Tackling barriers to employment in the poorest 20% of communities</p>	<p>Improve both literacy and numeracy skills across all sectors</p> <p>Improve engagement with disadvantaged groups to raise aspirations</p>	<p>Provide more opportunities for people in employment, or currently out of employment, to improve their vocational skills.</p> <p>Reduce the number of people in the county who are out of work and dependent on benefits.</p> <p>Improve transport and access to employment</p> <p>Improve basic skills and encourage lifelong learning.</p> <p>Continue to raise educational attainment</p> <p>Continue to reduce the number of young people Not in Employment, Education or Training</p>
	<p>Raising recognition among businesses of the value of investing in workforce skills to improve productivity</p>	<p>Improving efficiencies and innovation through the application of digital technologies</p> <p>Employers valuing a flexible, diverse and healthy workforce</p>	<p>Drive greater commitment and investment by learners and employers in economically valuable skills through advice and guidance provision</p>	

National - UKCES	National - BIS	Regional - RES	Regional - statement	Local - LAA
	Improving the quality of provision within a simpler skills system	A vibrant, skilled and resourced third sector		
		<p>Strengthening the region's enterprise culture</p> <p>Increasing opportunities for international trade, investment and collaboration</p> <p>Enabling high growth businesses to realise their potential</p> <p>Improving enterprise performance through effective business support</p> <p>Developing a thriving culture of innovation and creativity</p> <p>Commercialising research & development and adopting innovation</p> <p>Strengthening clusters around leading private sector R & D companies and research intensive universities</p> <p>Positioning the East of England and Greater South East as global innovation regions</p> <p>Investing in a leading digital infrastructure</p>		