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# Skills Strategy 2015

For the  
**Greater Lincolnshire Local Enterprise Partnership**

## Our Mission

To inspire our current and future workforce, to support employers to train their staff and to ensure local training meets the needs of our businesses

Creating the right environment for businesses and individuals to flourish

Local contracts and delivery, ensuring that skills funding for Greater Lincolnshire stays in Greater Lincolnshire

### Our Vision

We advocate local and flexible skills solutions delivered through a network of local providers

No restrictions such as minimum level contracts or procurement frameworks blocking progress

Niche delivery wherever it is required - coastal, rural or urban - and better access for all

Integrated approach - training delivery in partnership and no duplication

Businesses are:  
> better able to articulate skills needs  
> aware of skills support on offer  
> reporting fewer skills gaps

### The Difference

How we know we're there

Schools, Colleges and Universities are better informed about business and industry so they can provide great careers advice

The local population have higher qualification levels

Ensure clear links between economic need and strategies for skills provision

Foster collaborative working between local providers of education and skills

### Communication values

How we would like to work with others

Ensure that employers continue to have a strong voice

Develop new ways of working with national agencies and providers delivering in the area

# Contents

## Setting the Scene

Forward..... 5  
Introducing Greater Lincolnshire ..... 6  
Emerging Themes..... 7  
Our Skills Priorities for Economic Growth ..... 10

## Our Current Postition

Our Challenge ..... 13  
Public Funding for Skills and Training ..... 19  
Making Progress ..... 21  
Apprenticeships..... 25  
The Skills Mismatch ..... 27

## Our Sectors and Communities

Visitor Economy ..... 30  
Health and Care ..... 32  
Manufacturing and Engineering ..... 35  
Agri-Food..... 38  
Port and Logistics ..... 41  
Low Carbon/Renewables..... 43  
Tackling Vacancies, Helping People Back into Work ..... 45

Appendices..... 49

## Setting the Scene

## Forward

From the Chairman of the Greater Lincolnshire Employment and Skills Board and LEP Director, Herman Kok



Our priorities for skills are outlined in our Strategic Economic Plan (SEP). These skills priorities are central to achieving Greater Lincolnshire's ambitions for growth, creating 13,000 new jobs, including Apprenticeships, helping 22,000 businesses and increasing the value of the Greater Lincolnshire Economy by £3.2 billion by 2030.

The role of the Greater Lincolnshire Employment and Skills Board (previously the Lincolnshire & Rutland Employment and Skills Board) is to shape and influence employment and skills support to meet the needs of local employers. Our aim, as the skills 'arm' of the GLLEP, is to boost the economy, and productivity, by creating a local workforce that can fill the 200,000 job vacancies that are predicted to be available over the next ten years as our industries grow and as people retire.

We want to develop the education and skills levels of all people, in all communities, giving them opportunities and enabling local businesses to recruit the talented employees they need to grow.

This document provides further detail to our Employment and Skills Plan of 2010. Whilst the geography of that plan is slightly changed its main themes are the same. We have seen an increase in the number of Apprentices since the introduction of that plan, and it is good that a slightly higher proportion of our 16-18 year olds residents than nationally are undertaking Apprenticeships and learning practical work skills alongside classroom education. We want more of this age group to take up the opportunities that are available, so that they develop their careers in a 'hands-on' way and we will work with employers to develop more vocational pathways and degree level vocational opportunities.

Collaboration is crucial if we are to succeed in creating an approach that allows everyone to benefit from the economic growth and prosperity that the SEP outlines. I ask the public and private sector, businesses and schools, to consider how they can work together more effectively to achieve this.

## Introducing Greater Lincolnshire

Greater Lincolnshire is a great place to live, work and learn, offering a mix of beautiful countryside, historic buildings, pretty market towns, miles of sandy beaches and vibrant urban centres. With a fast-growing economy where unemployment and crime rates are low and schools have consistently performed above average for many years, it is an attractive place to grow a business.

The area has competitive strengths in a number of industries, notably agriculture and food, engineering and the low carbon/renewables sector. It has a thriving visitor economy and a growing healthcare sector, and with some of the largest and busiest international ports in the UK and its own airport, it is a natural hub for the logistics sector.

It is home to two universities, seven further education colleges, a number of independent training providers and two University Technical Colleges.

From the industry-led CATCH training facility in the north, supporting energy, engineering and renewable industries, and the new Joseph Banks Laboratories at the Science and Innovation Park in Lincoln, through to the National Centre for Food Manufacturing in the south, institutions across the area provide a rich mix of vocational and academic qualifications, training and commercial research and development support for employers.

Despite the range of support, some of our businesses report 'skills-gaps' that cause barriers to their growth, and others are not able to access the kind of training they want to progress their workforce.

The following pages describe our skills challenges and the responses that are required from providers of skills and education, and from businesses themselves, to achieve Greater Lincolnshire's growth ambitions, as set out in the LEP's Strategic Economic Plan.

## Emerging Themes

Some of our businesses report 'skills-gaps' that cause barriers to their growth. When we ask businesses to tell us more about this they describe a number of different challenges:

- The absence of the right type of skills or experience within the local labour market;
- Unable to recruit high level or technically skilled workers locally or further afield;
- A lack of interest from young people to work in their sector;
- New recruits not ready for work, lacking basic 'employability' skills;
- Barriers accessing training to upskill their workforce;

The challenges are not unique to Greater Lincolnshire; they are repeated in other LEP areas across England. In fact Greater Lincolnshire businesses report fewer skills gaps as a whole than others areas of the UK, and a smaller proportion of businesses say that skills gaps have an impact on performance when compared to the national average. *(UK Commission for Employment and Skills, Employer Skills Survey 2013)*

We seek local solutions to the challenges described above and sector specific responses where appropriate.

We have described the skills priorities that our sectors have outlined in section 3 of this document.

In reviewing that work several themes have emerged and we describe them below.

They are the importance of:

### **Identifying the needs of employers and translating into clear skills pathways for our sectors**

Supporting employers to articulate their skills needs clearly and ensure that these are translated into effective and accessible training provision. This requires deliverers of education and training to work together to provide cohesive, readily accessible and *flexible* training to meet the needs of employers.



### ***Improving the perception of various sectors***

In order to encourage individuals to choose a job or career in a particular sector, it is essential that up-to-date information about local industry and the opportunities available are promoted more effectively and that specific actions are taken to improve the image of some of our sectors, and Greater Lincolnshire itself.

### ***Enhancing skills and training information for businesses and for individuals***

It is crucial that employers are able to access clear information on the availability and location of the training that they **are** need.

It is also crucial that up to date information on the skills requirements of local industry and career paths is available to support schools, colleges and careers advisors in helping individuals to consider and train for a career in a particular sector.

Individuals at school and in later life do not receive sufficiently accurate and detailed information about local industry or what it is like to work. The national careers advice quality award does not currently place sufficient weight on this.

Information for businesses and for individuals is currently fragmented and difficult to access.

### ***Developing collaborative and coherent partnerships***

A consistent underpinning theme for the delivery of the identified priorities is to ensure that planning and implementation involves effective partnerships working or consulting with the full range of stakeholders.



In response to these themes the Greater Lincolnshire Employment and Skills Board will commission activities that...

**Create** a network of specialist skills advisors, helping businesses, particularly SME's, to articulate their skills needs and supporting colleges and providers to develop training that better meets employer's needs. Advisors will provide us with intelligence on persistent gaps and that will be fed back into the system.

**Expand** the work we have already begun through the 'Aspirations' publication, creating and inspiring interest in our most important sectors; promote vocational qualifications and support employers and schools to make greater links

**Develop** a local resource that makes it easier for everyone to access information about industry, skills, workforce training and employer's skills needs.

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## Our Skills Priorities for Economic Growth

Our overall priorities - not just the responses to the emerging themes on the previous page - are based on the premise that in order to grow business owners need (in terms of education and skills):

- a pool of suitable people from which to recruit, now and in the future
- access to training for new and existing staff and
- support to help them plan and articulate their current and future skills need, particularly our smaller SMEs

We know that there will be large numbers of job vacancies in the future and that demand for higher level, technical and managerial skills will continue to grow. In order for businesses to fill these roles we must support everyone in our communities, both in and out of work, and within our schools and Colleges, to raise their skills levels and understand the career opportunities available.

*We will support our residents. We want to:*

- Increase literacy and numeracy levels in the local population and ensure that communication skills - oral and written – improve across all ages
- Focus on and improve 'employability skills'
- Support adult lifelong learning, for example, improve the digital skills of the local population, enabling better access to online services which in turn will improve their quality of life
- Increase the number of vocational opportunities
- Ensure that a greater number of graduates stay within the area because they are better informed about the higher skilled job opportunities that employers currently cannot fill
- Deliver locally-tailored activities for the long term unemployed
- Support those already within the workplace to progress

*We will support our businesses, particularly our SMEs. We want to:*

- Support local businesses to plan for succession because the population of Greater Lincolnshire is growing, and ageing
- Help business grow their own skilled staff of the future by taking on trainees and Apprentices
- Seek ways to ensure that all businesses, including those in rural areas, have access to good quality, relevant and flexible training provision
- Support our SMEs to plan and implement effective recruitment and induction strategies to create a better transition for young people from learning to the world of work

### Working together we want to:

- Change perceptions so we can stimulate demand amongst our young people for careers in our most important sectors and for vocational education
- Facilitate better transfer of information about local industry so that everyone involved in education and skills has improved knowledge about our sectors upon which to make informed decisions
- Ensure that skills programmes and activities are properly 'glued together' so that they yield greater impact for local businesses and communities and positive job outcomes for our young people in particular
- Increase employer demand for, and learner participation in, vocational training and Apprenticeships

### Skills Infrastructure

Within these priorities we must not overlook our skills and further education infrastructure.

We know that a proportion of our FE estates will require refurbishment within the lifetime of the LEPs' growth programme to 2030 so we will work with our Colleges and providers to look for ways in which they can use any future Growth Deal allocations to support infrastructure improvements that also have a positive impact on our current and future skills needs.

We will develop schemes that link our providers with industry specialists, ensuring that training programmes have access to the latest information and technology, as well as additional capacity to deliver.

We will also facilitate collaboration and partnership working, particularly between providers in receipt of Government funding for skills training, to support them to deliver some of the actions described in the document. *We have already described one way of doing this, through a Greater Lincolnshire Provider Forum, having its inaugural meeting following the publication of this strategy.*

## Technology and Innovation

As well as needing the right skills and training, our business leaders have told us that their businesses will grow if they are able to access new markets through innovation and technology.

Innovation is vital for growth. On average, businesses that create a culture of innovation have four times the sales growth of non-innovating businesses in the same sector. Over a quarter of UK labour productivity growth is directly attributable to private investment in innovation.

An innovation is not just about advances in science and technology. It is the implementation of a new or significantly improved product, service, process, or workplace practice. Businesses owners that create internal capacity within their organisation to learn, develop and use the talents and creativity of its entire workforce to the full will be far more likely to innovate.

We want to ensure that our businesses are innovative, with workers who are more highly skilled, imaginative, productive and more highly paid.

### Our innovation and technology priorities include:

- Increasing our support for SMEs to collaborate with larger organisations, Higher Education Institutions and with each other, to take advantage of funding opportunities for skills, innovation and technology that they cannot access alone
- Retaining a greater number of graduates within the area so they are able to take up the higher skilled jobs that employers currently cannot fill
- Building on the strengths of our innovation, enterprise and incubation centres, through increasing access to innovation support, knowledge, research and technical support
- Developing an Innovation Programme that comprises a coordinated package of knowledge-intensive business services, support for patenting and licensing, facilitating networks and access to research funding;

We have recently established the Greater Lincolnshire Innovation Council that will take forward the priorities from the SEP and develop a Greater Lincolnshire innovation strategy.



## Our Challenge

Forecasting models have predicted that our businesses will need to fill around 200,000 jobs by 2022, and that there will be greater demand for more highly skilled workers in sectors that are traditionally seen as low skilled. Figures are shown in the tables below.

The vast majority of these jobs will replace existing staff who will retire (Replacement Demand). Even sectors that are not growing will have significant job vacancies. We need to prepare our local population for these opportunities by supporting businesses to up skill their existing workforce and helping young people to gain experience and progress.

The 'Total Requirement' column in the table below is the number of job vacancies that are forecast.

### Greater Lincolnshire Jobs and Skills forecasts

*Please note that figures may not sum due to rounding*

Industry	Current Jobs (2012)	Change 2012-2022	Replacement Demand	Total Requirement 2012-2022
Agri-Food	37,000	-4,000	14,000	10,000
Manufacturing/Engineering	39,000	-3,000	13,000	10,000
Visitor Economy	41,000	2,000	17,000	19,000
Ports & Logistics	27,000	3,000	11,000	14,000
Health & Care	60,000	5,000	25,000	30,000
Energy & Water	6,000	1,000	2,000	3,000
Construction	35,000	5,000	13,000	18,000
Retail and Wholesale	83,000	4,000	32,000	36,000
Information & Communications	7,000	1,000	2,000	3,000
Financial & Business Services	64,000	6,000	25,000	31,000
Public Admin. Defence & Education	60,000	-2,000	24,000	22,000
Other Services	10,000	1,000	4,000	5,000
<b>Total</b>	<b>468,000</b>	<b>18,000</b>	<b>182,000</b>	<b>200,000</b>

*Due to the way forecasting models work, larger numbers have greater accuracy. Smaller numbers are less reliable.*

Qualification	Current Jobs (2012)	Change 2012-2022	Replacement Demand	Total Requirement 2012-2022
QCF8	4,000	2,000	2,000	4,000
QCF7	27,000	13,000	13,000	26,000
QCF6	74,000	30,000	33,000	63,000
QCF5	29,000	3,000	12,000	15,000
QCF4	26,000	7,000	11,000	18,000
QCF3	102,000	-6,000	38,000	32,000
QCF2	106,000	-3,000	41,000	38,000
QCF1	70,000	-16,000	25,000	8,000
No Qualifications	30,000	-13,000	8,000	-5,000
<b>Total</b>	<b>468,000</b>	<b>18,000</b>	<b>182,000</b>	<b>200,000</b>

- **Source: Working Futures, Warwick Institute for Employment Research / Cambridge Econometrics, 2014.**

QCF = the Qualifications and Credit Framework: the national credit transfer system for education qualification that recognises qualifications and units by awarding credits. When we refer to Level 1, Level 2, Level 3 etc. we are referring to the QCF Level.

QCF2 is equivalent to 5 GCSE including English and Maths; QCF3 is equivalent to 2 A Levels or an Advanced Apprenticeship; QCF4 to QCF6 range from Diplomas, Higher Apprenticeships, Professional Certificates and Degrees.

More information is available in the Appendices.

## Current Qualification Levels

Greater Lincolnshire has good GCSE results; the proportion of our school leavers obtaining a Level 2 qualification is amongst the highest in England however the most recent statistics show that we don't maintain this competitive advantage. *Fewer of our 16-24 years old are qualified to Level 3 and Level 4 when compared with the UK average.*

Our analysis shows that across our 25-34 age range the challenge is even greater - from national averages we would expect around 40% of this age group to be qualified to at least Level 4, yet only 27% of our 25-34 year old residents actually are.

The proportion of 16-64 year olds in Greater Lincolnshire with no qualifications is 6% higher than the England average, and, despite the exemplary school leaver achievements, [this gap is predominantly amongst our 16-34 year olds](#).

Across our 16 plus population:

- 27% have no qualifications compared to 23% nationally
- 58% have Level 2 as their highest qualification compared to 51% nationally
- 20% are qualified to level 4 or above compared to 27% nationally

This lower qualification profile of the area becomes even more accentuated in the local authorities making up the eastern half of the Greater Lincolnshire area.

In light of the statistics that show fewer of our 16-24 years old are qualified to Level 3 and Level 4 when compared with the UK average, [we must find ways to support, inspire and motivate our young adults to continue with the kind of learning that will enable them to progress in their careers, whether they are in, or out of work](#).

### Greater Lincolnshire Residents – Level of Qualification

Highest Level of Qualification	All categories: Age 16 and over	Age 16 to 24	Age 25 to 34	Age 35 to 49	Age 50 to 64	Age 65 and over
No qualifications	228,533	13,618	12,960	26,631	57,622	117,702
Level 1 qualifications	125,465	22,585	16,623	44,379	29,397	12,481
Level 2 qualifications	142,896	33,351	22,318	42,198	30,086	14,943
Apprenticeship	37,602	3,909	2,023	6,091	12,738	12,841
Level 3 qualifications	102,644	25,564	21,255	28,620	19,887	7,318
Level 4 qualifications and above	173,867	10,279	30,504	56,018	48,195	28,871
Other qualifications	46,250	3,536	7,847	9,660	13,186	12,021
<b>Total</b>	<b>857,257</b>	<b>112,842</b>	<b>113,530</b>	<b>213,597</b>	<b>211,111</b>	<b>206,177</b>

Source: Census 2011

Tables showing percentages in Greater Lincolnshire and England are available for comparison in the Appendices on Page 44



Given that our current (June 2015) youth unemployment accounts for 24 per cent of all job seekers in Greater Lincolnshire, higher than 20 per cent nationally, we must support our young people and to help them continue in education and learning.

Whether it is Further Education, Access to Higher Education, or through Apprenticeships, young people – particularly before they reach the age of 16 - need to understand about all of the jobs that are available locally so that they can make informed decisions about their learning, progress to higher levels of qualifications through the route that suites them and take advantage of the opportunities that are currently available and that are predicted to grow.

### Qualification levels and 'skills'

It is not correct to say that those with no or low qualifications have no skills. We recognise that many of our residents have developed important skills and experience in the workplace.

Sometimes deliverers of workplace qualifications assess the skills of experienced workers and are able to award them with a qualification for something they are already doing. On one hand this practice motivates the individual, providing them with a transferrable qualification, and it enables that skill to be captured in national formal qualification measures. In reality it is not what businesses want. They want an individual to be better at what they do, to do it in a more effective way, to be more productive in the workplace or to bring new skills to their role.

The UK Commission for Employment and Skills Employer Skills Survey 2013 shows that, locally and nationally, around 20-30% of employers who have existing skills gaps, have not seen performance improve sufficiently after training. The current publically funded skills/qualification system does not measure progress in terms of ability to perform new tasks within the workplace, but in terms of moving from one qualification to another.

We urge all those involved in the delivery of workplace training to consider how it supports the business and the individual to progress.

We want to see training that is tailored to the needs of the employer.

We want 'Taylor\*-made' training, where employers are fully engaged in the process of selecting employees for particular training that supports business and individual growth.

(\*Frederick W. Taylor 1856-1915, the founder of scientific management theory)

## English, Mathematics and Employability

Despite achieving good GCSE levels, and seeing an increase in these since our 2010 Skills Plan, we remain concerned about the number of young people who do not have a GCSE in English and Mathematics. The table on page 48 shows that both nationally and locally around 40% of school pupils do not achieve a GCSE in both English and Mathematics.

Recent changes mean that young people are asked to continue to study these subjects until the age of 18 if they have not achieved a Level 2/GCSE qualification and it is important to highlight (to our teachers and young people) why these subjects are essential: our growing manufacturing and engineering sector requires people with good application of maths skills, we need food and agricultural scientists, more maths teachers, as well as doctors and nurses, civil engineers – these all need strong maths ability. In terms of English, employers across the UK continue to call for improved written skills and communication skills from young people entering the workplace

We are concerned by reports that, despite funding being available to help adults to read, write and develop numeracy skills, the skills funding system (payment by results) is discouraging training providers from delivering this difficult support.

Having the right employability skills is important to ensure that young people are able to secure and keep jobs (highlighted in the 'Making Progress' section on Page 21).

We have recently been asked what employers mean by 'employability'.

*We have also established confusion between the language of the employer and the funder or training provider. To an employer, basic skills usually means things like arriving to work on time, being able to complete timesheets or answering a telephone, whereas the funder or trainer has specific literacy, numeracy and IT qualifications in mind.*

The 'employability' skills and qualities that employers value are things such as: communication and interpersonal skills, problem solving skills, using initiative and being self-motivated, working under pressure and to deadlines, organisational skills, team working, ability to learn and adapt, numeracy, valuing diversity and difference and negotiation skills. These skills and attitudes are the transferable skills needed by an individual to make them 'employable'.

We ask all involved in education and training to consider how these skills are embedded within programmes.

## Public Funding for Skills and Training

Our large geographical area can be a barrier to employer-led skills training and development, because of a lack of accessible training facilities AND because in a large rural area it is difficult to achieve cohort numbers to make training economically viable.

There are also very large numbers of external training providers – over 400 - operating in the area, some with offices and bases here, many with not. Businesses tell us that they are often inundated with 'cold calls' that lead to confusion about what training is available and what financial contribution they are expected to make.

The system for publically funded skills development is complicated. An interconnected set of institutions are involved in designing, supporting, resourcing and delivering the improvement of skills.

The Skills Funding Agency (SFA), an agency of the Department for Business, Innovation and Skills, manages the Government budget for all skills training after compulsory education finishes. The SFA funds Colleges and training organisations to help adults and young people obtain the skills they need for employment, supporting people both in and out of work. The SFA also funds and coordinates apprenticeships for all ages and the Adult National Career Service.

Full time Further Education, typically for those aged 16-18, who have chosen not to secure a job with training, or an Apprenticeship, is generally led by demand from learners and funded by the Education Funding Agency (EFA). It is crucial that pupils and students are informed about the skills they need to obtain jobs, and the type of jobs that are available, before they reach this age so they can make an informed choice for their future.

FE Colleges deliver far more than A Levels to school leavers, and they along with independent training providers, juggle a range of different funding pots, each with various 'strings' attached, to deliver training to individuals and employers who each have a particular set of circumstances that may or may not make them eligible.

Sometimes the training on offer can be determined by the availability of funds and not the exact needs of an employer or individual.

The current funding system does not facilitate flexible delivery and discourages collaborative working between providers. However our recent success with

European funding (ESF) through the 2013-15 'Skills Support to the Workforce' project has shown that local ownership and collaboration can have a much greater positive impact on our community than funding which is agreed without local input. We have an opportunity, through new EU funds, to truly influence what has previously been national delivery to national outcomes, and develop programmes that better meet local need. GLLEP has a notional allocation of £45m European Social Fund to support skills training and support.

That said there are restrictions on how Government permits European funding to be used. In future it can only be used to support higher level skills training (Level 3 and above) where other grants or loans schemes are not in place. For example, all those aged over 24 are required to take out a loan to study a level 3 qualification. Government will not permit ESF funds to be used instead.

There are a number of exceptions – for example some Level 5 qualifications – and *we want to work with the SFA to make sure that our providers are fully aware of these exemptions. Where we are not able to provide funding for full qualifications we will develop bespoke 'taster' courses using fundable units.*

Government has said it will consider exceptions to this funding rule if there is a strong local case why something should be funded by ESF rather than covered by a national grant or loan but exceptions will be few. We believe there are some sectors, in some locations, where a case for fully funded Level 3 qualifications can be made.

*Government emphasis for public skills funding is currently on preparing the existing and future workforce for the opportunities on offer in the labour market and particularly through Apprenticeships.*

It has recognised that the national skills funding system does not always provide the training required at local level and on that basis, in February 2015, published "*Local Enterprise Partnerships (LEPs): increasing their influence on skills budgets*".

The document is available at

<https://www.gov.uk/government/publications/local-enterprise-partnerships-increasing-their-influence-on-skills-budgets>

It outlines how colleges and training organisations will be required to engage with LEPs in geographic areas in which they have substantial delivery, and demonstrate how that delivery aligns with local economic development priorities. The Skills Funding Agency is willing to amend allocations to redistribute funding to meet local priorities and demands that the LEP identifies.

Our role in providing information about future job opportunities and skills needs is an important part of this, as is our role in tackling gaps in training.

## Making progress

Since the production of the Skills Plan in 2010, the Employment and Skills Board has focused on a number of the priorities that were highlighted at the time.

In 2011 we completed a '[Ready for Work](#)' report that made four recommendations to partners and stakeholders based on what we learnt from employers and young people:

1. Ensure that school and college leavers have the right attitude to work
2. Ensure that school and college leavers have the right qualifications to obtain local jobs
3. Help school and college learners sell their employability skills and qualities through their CVs
4. Help local employers realise there is an expectation they will carry out an induction for new employees

These recommendations were aimed at labour market entrants (i.e. school and college leavers) but are relevant to other groups (e.g. long term unemployed).

Some of the recommendations rely on better transfer of information about industry, the world of work, what 'employability' means and accurate job vacancy trends to learners, parents and teachers.

In response to these recommendations a number of local initiatives have been undertaken that attempt to bring the world of work closer to schools, teachers, and students. Some of these were funded wholly by the Employment and Skills Board or partially with partners.

- A greater number of '[Have-a-Go](#)' skills events to get young people curious about vocational skills
- We [launched Aspirations](#), a magazine to inspire people about industry and the career possibilities in Greater Lincolnshire;
- A '[Go for Growth](#)' conference for teachers, and workshops aimed at school career advisors, providing information about the local economy;
- Support to help our small businesses recruit and induct more effectively

We provide information about our local economy to the Government's National Careers website and we continue to work with the nationally procured organisations delivering career advice to adults locally so that they are better informed.

The provision of careers advice to 16-18 year olds is arranged differently to the careers advice for those aged 19 and over, which has little face-to-face interaction. Schools are required to purchase careers advice for their students externally. We have supported most of the local organisations that deliver career advice services to schools.

The Board produced an [Apprenticeship plan](#), its main aim to raise awareness of vocational skills and to increase the number of Apprenticeships.

This led to a range of activities being delivered or piloted locally: establishing local [Apprentice Champions](#), hosting the local [Skills Awards](#), testing a [local ATA](#) model and [undertaking research](#) to understand gaps in provision.

Through these activities we found:

- Businesses, particularly small SMEs, value support to help them through the process of recruiting an Apprentice, which they find incredibly complicated
- Large inconsistencies in how and where Apprenticeship job vacancies are advertised
- Schools teachers are not clear about the Apprenticeship offer, and career advisors are not sure how to 'sell' the vocational route to young people when there is no guarantee of obtaining a Level 4 qualification with the same level of certainty as following an academic route.

It is important to note what we found through the pilot Apprenticeship Training Agency (a model that recruited and employed apprentices on behalf of the businesses, sourcing and arranging the most appropriate training from local providers, for a small fee).

It succeeded in creating Apprenticeships opportunities that would not have been otherwise. A considerable amount of time was taken to engage with hard-to-reach businesses and provide them with information about the Apprenticeship scheme which they were not familiar with.

Many of the Apprentices who were recruited by the host employer (the ATA), transferred to being directly employed by the business within a short time because they were shown how they could do it themselves and how it might



save them costs. This was a great result for the Apprentices and for the small businesses involved. It meant that forecasting income was difficult for the ATA.

Our experience shows that the Apprenticeship Training Agency name is confusing. Amongst those who are not familiar with the Apprenticeship system was an assumption that an ATA is a bank of pre-trained Apprentices. It is in fact an employment agency for Apprentices, with some that are linked to one training provider, and others that can source training wherever it is available.

It also showed that (like our very recent recruitment and induction pilot) small micro and family businesses will employ apprentices, or staff, if they have some hand-holding through the initial barriers and obstacles.

The 'pilot' ATA continues to provide solutions to businesses and is self-financing. An ATA scheme for the public sector is offered through the City of Lincoln Council. This is a different model in that it generally works with one training provider.


We are keen to see a solution to apprentice-sharing. Exploring how two or more small businesses can share one Apprentice, and how businesses operating in different seasons of the year can work together to provide a full year Apprenticeship opportunity.

### Employment Agencies

Skills support to individuals employed by employment agencies was a pilot project that focused on delivering specific job skills for workers undertaking temporary employment in the food industry. As a result the participants were better placed to take up any permanent job opportunities. Two of the small cohort of ten found permanent jobs.

***The project was made possible through collaboration by several publicly funded organisations and shows how better results can be achieved through coordinated activities.***

The [Skills Support to the Workforce](#) project has provided our businesses with a range of training and support. For example, businesses in our Visitor Economy have been able to access customer service training aimed at enhancing the experience of visitors to our county. ***This project resulted from collaboration by the fund holder with a range of partners and stakeholders, including sector specialists, local businesses and trade associations.***



Through our work with local businesses we have found that employers are not always aware that local Colleges can provide training for their workforce. We have also learnt that Colleges are not able to engage with as many businesses as they would like about future growth plans.

We are keen to find solutions to this. As a starting point we have ensured that [advice about skills and training](#) is available through our Business Lincolnshire Growth Hub [www.businesslincolnshire.com](http://www.businesslincolnshire.com) and we have published a brochure of our local training organisations that showcases how they can support business.

We are keen to explore links between funding for business support growth and the funding that provides qualifications to individuals in the workplace. These two systems are artificially separated.

In 2010 we highlighted the need to have better [local information](#) and we have achieved that. We commissioned three reports about what businesses mean when they say they have skills gaps, we have information from the recent LEP survey of 1500 local businesses, and we have information on the training needs of over 300 businesses from face to face interviews. We have been granted access to raw data from the Skills Funding Agency about the number of qualifications that it funds, and we have purchased information that provides a more accurate picture about local job vacancies and trends.

This information has enabled us to develop this strategy, but it does not solve the ongoing challenge of knowing the skills needs of a business on a monthly basis or as contracts change, and how providers can respond to those changes quickly.

We would like businesses to be better at planning and highlighting skills needs and having regular conversations with local colleges and training providers who in turn need to develop training that meets the needs of business in terms of content, outcome, duration and timing.

[We will help facilitate that.](#)



## Apprenticeships

The number of residents starting an Apprenticeship has generally been on an upward trend for the last few years as the data below shows. A drop during 2013/14, due to the introduction of Advanced Learning Loans, appears to be temporary and data for the first 6 months of the current year is positive.

### Individuals starting an Apprenticeship

	2010-11	2011-12	2012-13	2013-14	Aug 2014- July 15 (6 month point)
Lincolnshire	6,070	6,920	7,330	5,760	3,400
North East Lincolnshire	1,330	1,660	1,590	1,340	820
North Lincolnshire	1,520	1,700	1,820	1,520	1,010
Greater Lincolnshire	8,920	10,280	10,740	8,620	5,230
England	453,000	515,000	504,200	434,600	245,000

Source: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships>

### Number of Apprenticeship starts by Age

	2011-12			2012-13			2013-14		
	Under 19	19-24	25+	Under 19	19-24	25+	Under 19	19-24	25+
Lincolnshire	1,700	2,230	2,990	1,760	2,290	3,270	1,660	2,110	1,980
North East Lincolnshire	450	490	720	380	520	690	350	450	540
North Lincolnshire	450	520	740	440	560	820	520	530	470
Greater Lincolnshire	2,600	3,240	4,450	2,580	3,370	4,780	2,530	3,090	2,990
England	<b>128,600</b>	<b>159,700</b>	<b>226,700</b>	<b>113,000</b>	<b>163,500</b>	<b>227,700</b>	<b>118,200</b>	<b>157,100</b>	<b>159,300</b>

Source: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships>

24+ Advanced Learning Loans were introduced in August 2013; requiring individuals aged 24+ to take out loan to pay for learning at Level 3 and above. Data shows that the numbers of Apprenticeship starts were directly affected. In February 2014 the policy changed and Apprenticeships are once again funded via the Adult Skills Budget.

We want to ensure that a good proportion of our young people are taking up Apprenticeship opportunities.

An analysis of the proportion of our 16-18 year old residents shows that most of the areas across Greater Lincolnshire are performing in line with or better than the national average by the age of 18 years old.

	Apprenticeship Starts Age 16-18 2013/14	16-18 Population (2013 Mid-Year Estimates)	Proportion of 16-18 year olds starting an Apprenticeship
Boston	138	2,251	6.1%
East Lindsey	266	4,449	6.0%
Lincoln	217	3,245	6.7%
North Kesteven	303	3,987	7.6%
South Holland	222	3,159	7.0%
South Kesteven	275	5,306	5.2%
West Lindsey	240	3,610	6.6%
North Lincolnshire	520	6,099	8.5%
North East Lincolnshire	354	5,956	5.9%
<b>Greater Lincolnshire</b>	<b>2535</b>	<b>38,062</b>	<b>6.7%</b>
England	118,200	1,947,423	6.1%

Data based on learner's home postcode.

Source: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships> and Office for National Statistics

However it is clear from the analysis of 16-17 year olds that a large proportion, in some areas nearly half of the Apprenticeship starts, are within the 18 age bracket. **We want to increase the number of 16 year olds starting Apprenticeship training.** We also want to reduce the number of 17 year olds who drop out of A Level or similar half way through their course.

We expect all schools and colleges to ensure that their young people are aware of Apprenticeship opportunities so they can make an informed decision when they reach the end of Year 11 (end of 5<sup>th</sup> Year) about whether to pursue a job with training and start their careers, or remain full time at school or college.

In areas where participation is low we will explore whether this is a result of fewer apprenticeship opportunities or lower levels of learner interest.



## The Skills Mismatch

A skills mismatch is the difference between skilled workers and the job vacancies requiring those skills.

It is difficult to calculate the true cost to the economy of a skills mismatch but individual organisations know how expensive it is to continue trying to recruit to positions that they cannot fill. Research by the Centre for Economic and Social Inclusion (CESI) estimates there are hundreds of thousands of skilled positions across the UK that remain vacant.

For many years the information available about job vacancies, via the Office for National Statistics, was taken from the vacancies listed with local Job Centres. We know from our own analysis that these vacancies were only part of the picture, and have likely skewed the perception that our young adults have of the higher skilled and technical job opportunities available within our area. Access to real time information about online job vacancies has proved to be a successful 'myth buster'. Some of our Colleges have purchased access to this information, which will support them in planning their curriculums and provision.

Nursing and teaching continue to be amongst the largest and most persistent job vacancies across Greater Lincolnshire. Other persistent vacancies include Programmers and Software Developers, Production Managers, Medical Practitioners and Mechanical Engineering.

It is not possible to provide an accurate and complete analysis of the current training offer in comparison to our industry structure, partly because of the way training is funded and information is recorded, and that a number of subjects e.g. Business Administration, are generic and of use across most sectors.

However an analysis of our local industry structure and Apprentices has shown that consideration should be given to particular geographies and subjects.

There were low numbers of [construction](#) apprentices starting in the Aug 2013/ July 14 period across the entire area in relation to our industry structure. In light of the housing growth ambition within the Strategic Economic Plan, efforts should be made to increase numbers. Number in South Kesteven, North East Lincolnshire and South Holland are particularly low in comparison to industry in those areas.

Likewise, Lincoln and North Kesteven did not appear to have sufficient number of residents taking up a [Manufacturing or Engineering Apprenticeship](#) in relation to local industry structure in 13/14. East Lindsey and Lincoln have noticeably fewer residents taking up Apprenticeships in [Information and Communication Technology](#) in relation to the industry in those areas.

We would also like to see higher numbers of [Retail Apprenticeships](#) in place of Customer Service where that is what a business needs. We know that some businesses have struggled to access retail provision.

**We will work with sector group and local partners in these areas to explore this and continue to monitor the statistics and what businesses and providers tell us.**

In addition to technical and practical skills, employers tell us they have skills gaps across a range of skills that are often considered to be 'employability' skills. Locally, and across the UK (*source: UKCES Employer Skills Survey 2013*) employers find it most difficult to obtain the following from applicants: *written skills, team working, good customer handling, oral (communication) skills, problem solving, basic computer literacy and advanced IT skills.*

[We will ensure that activity we commission in the workplace and for those out of work, support these skills.](#)

We also know from a recent project with 300 local businesses that training for team leaders, supervisors, managers and leaders is required but not available or accessed by the large number of businesses who told us that want it.

[We will commission activity to look at how this training – whether free, chargeable, bite-size, sector specific and at all levels - can be offered in a flexible and accessible way across the whole area.](#)



## Visitor Economy

The GLLEP's vision for the Visitor Economy in Greater Lincolnshire is to double the real value (currently estimated to be worth £1bn annually) of the sector to the local economy by 2020.

*The visitor economy employs around 39,000 people and is worth £1bn to the Greater Lincolnshire economy*

Significant changes are taking place in the Visitor Economy / Tourism sector at national and regional level, and the nature of the sector in Greater Lincolnshire is also undergoing fundamental change. There are major programmes of investment such as in Lincoln Castle to support the 800<sup>th</sup> anniversary of Magna Carta and private investment on the Coast by organisations such as Bourne Leisure. It is crucial to ensure the availability of appropriate skills training in order to support the capacity of businesses in the sector to develop and grow.

It is important to bear in mind that while there are specific and bespoke skills required within this sector, the general skills set is transferrable and can impact in other sectors such as Care and Retail for example.

### The main skills drivers for this sector are identified as:

- Significant recruitment challenges for employers particularly in peak season, although this relates to the quality of the applicants in terms of work readiness rather than the numbers applying for vacancies
- Employers, particularly those based on the coast, have identified challenges in terms of high staff turnover and shortage of some specific skill sets.
- Career progression to higher level, full time jobs is not clearly articulated particularly when the entry level roles are often part time and/or seasonal.
- Greater Lincolnshire has established training providers who offer a range of support, however there is a need to ensure that progression routes are clear and accessible.

### Strategic focus

- The impact of seasonality on employment opportunity particularly on the Coast
- The need to ensure that potential employees are work ready

- There is a negative perception of the industry in terms of longer term career opportunities
- More effective support is needed for small and micro businesses to identify the skills needs and to deliver appropriate support
- Working with the Universities, FE Colleges, Training Providers and employers to develop and improve the skills offer and ensure that clear career progression is supported.

## Sector Actions

1. Work with stakeholders to build on the work already achieved in the Visitor Economy sector plan, ensuring that we identify long term skills needs, a 'learner journey' and identify training.
2. Work with local stakeholders and employers to raise the profile of the sector as a good career choice; ensure that potential candidates are ready to take up opportunities.
  - a. Encourage linkages between employers and training providers
  - b. Make effective use of work experience opportunities to enable individuals to gain broader experience of the opportunities available.
3. Identify / develop options for overcoming the barrier to apprenticeships in the sector created by the seasonal nature of employment in this sector and the minimum duration of an apprenticeship.
4. Continue delivery of the nationally recognised 'World Host' customer service training to front-line staff, that we supported by enabling our own providers to deliver, and enhance the offer by offering training for managers and supervisors.
5. Develop and deliver training to support employers and business owners that will enhance and grow their business. For example, using new technologies such as social media, or improved recruitment and other HR practices,

## Health and Care

*There are over 50,000 employed within this sector*

The GLLEP recognises the potential to deliver a world-class health and care sector in Greater Lincolnshire that is strong and vibrant and based on innovative and collaborative partnerships. There are significant opportunities for developing and embedding innovation across the NHS:

- The new Schools of Life Sciences and Pharmacy at the Lincoln Science and Innovation Park.
- Deploying assistive technology and ensuring housing stock can meet the 'whole-life' needs of residents.
- Providing the right environment for local research, innovation, technology and service provision.
- Strategies to ensure that Health and Care is seen as an excellent sector to work in, offering a broad range of training, development and career progression opportunities.

There are some major challenges facing the Health and Care sector in Greater Lincolnshire over the next few years such as:

- Meeting the rising demand for services, whilst operating within constrained resources.
- The increased expectations for Health and Care service outcomes from a growing, ageing and more demanding population.
- Achieving the right balance between the demand for technically complex healthcare in future while at the same time making sure that excellent routine care will still be delivered where it is needed. Ensuring that relevant skill training is available for both types of care.
- Training effective leaders and supervisors to support these increasingly diverse skill sets within the paid and volunteer workforce.
- A significant gap in the higher level and management skills available locally will continue to increase unless the root causes are addressed:
  - Improving the capacity of the sector to attract entry-level candidates, this is particularly true for younger people who do not see the Health and Care sector as an attractive career option.
  - The impact of an ageing workforce and high rates of retirement.

Actions need to be taken to address these challenges, and to ensure that there is a clear, coherent and accessible career path into the sector that identifies development opportunities and supports individuals to choose to work in the sector for the long term.



## The main skills drivers for the Health and Care are:

- The requirement to balance demand for more complex care with constrained resources that requires increasing use of technology and a more highly skilled workforce, making best use of new technologies and innovation in delivery of services.
- The need to maintain excellent levels of routine care as demand for services increases
- Ensure that the Health and Care workforce are supported by effective and well trained supervisors and managers
- Build the capacity of private organisations to deliver Health and Care support
- Building capacity within communities to offer support to older people in developing resilience and self-sufficiency

## Strategic focus:

- To support research, development and innovation across the Health and Care sector, stimulating collaboration between clinicians, researchers and businesses through Knowledge Transfer Partnerships and related activity.
- To develop the skills base of the Health and Care sector through enhanced information, advice and guidance, increased take up of Apprenticeships and other training opportunities, and to support long-term workforce recruitment and retention.
- Work collaboratively with the Sector, training providers and public sector partners to develop clear, coherent skills progression pathways i.e.
  - Skills for the workforce – higher level technical skills, care skills, management and supervisory training
  - Skills for volunteers – skills development to enable increasing contributions from those who are volunteering to deliver services across the sector.
  - Skills for carers and service users – skills development to enable people and carers to deal with and adapt to their changing circumstances thus building resilience and self sufficiency

## Sector Actions

1. Continue to raise the aspirations of employers and dispel myths about the sector in order to attract and retain motivated employees, ensuring excellence of care and sustainable growth
  - a. Support the availability and development of leadership and management/supervisory and entrepreneurial skills offers
  - b. Support the development and delivery of technical qualifications through clear and coherent career pathways.
  - c. Support the delivery of appropriate training provision which builds the capacity of volunteers and communities to respond to the needs of local residents.

A great deal of work is already underway, particularly within the care sector as a result of the recent Skills Support to the Workforce project, with regular Care Sector Manager meetings established and the Sector Skills Council, Skills For Care, I-Care Ambassador scheme being rolled out see <http://www.skillsforcare.org.uk/Finding-and-keeping-workers/I-CareAmbassadors/I-Care-Ambassadors.aspx>

2. Improve Information, Advice and Guidance in schools and colleges (including career paths and sector information)
3. Improve vocational routes i.e. Traineeships / Apprenticeships / Study Programmes including the development of higher level apprenticeships. If necessary agree collaborative funding packages, making use of GLLEP, EFA, SFA and ESF monies to ensure improved delivery of and access to vocational training
4. Support continued professional development offers and postgraduate qualifications, ensuring clear progression routes through FE and HE provision and greater take up of provision
5. Support the development and delivery of mentoring and volunteering programme

## Manufacturing and Engineering

This sector employs around 39,000 people across Greater Lincolnshire and contributes £1.8bn to the local economy.

Greater Lincolnshire has a long and distinguished heritage in manufacturing and engineering and driving growth in this sector is a priority for the GLLEP in developing our economy through to 2030.

Partnerships between local industry and the training & education sector are crucial to development, particularly for research and innovation. The Engineering School at the University of Lincoln and the University Technical Colleges ensure that we are growing our own engineers for the future, when there will likely be national shortages. At the moment some of our businesses struggle to recruit experienced and technical staff.

The sector continues to develop. The industrial site at Teal Park in North Kesteven provides capacity for Siemens and its supply chain, and companies, for example Bifranghi in Lincoln, are investing millions of pounds in their local sites.

The LEP wants to deliver:

- a responsive infrastructure for economic growth
- increased skill levels, in particular, there will be a focus on driving up demand for the knowledge and skills which will subsequently help manufacturing businesses to adapt new technologies and create new products.
- A vibrant sector that provides a positive career option for young people and attracts new employees into the area.

The main skills drivers for the Manufacturing/Engineering sector are:

- Significant numbers of businesses identified skills gaps in their workforce, particularly at a technical management level
- The impact of skills gaps means that companies are often not able to bid for or are losing out on growth opportunities
- Lack of higher level skills in the workforce restricts the ability of businesses to innovate and/or improve their products with the resulting loss of competitive advantage
- SMEs and smaller rural businesses identify the loss of skilled employees to larger organisations once they have been trained as a factor when considering the take up of training opportunities for their workforce.

- An ageing workforce and the impact of retirement means that attracting younger people into the sector is crucial for its future viability

Particular difficulties were identified in recruiting mid-level technical staff such as production engineers

### Strategic focus:

- To support collaboration between industry and the skills providers to ensure a continued focus on delivering world-class research and development activity which has the capacity to benefit all areas of the sector.
- To work with employers and training providers to identify general and more specific skills needs in order that local solutions can be developed to meet these needs
- Targeted use of ESF funding to look at ways in which SMEs and smaller rural companies can be supported in addressing skills gaps and thus minimise the investment risk for smaller businesses in the take up of skills training.
- Removing the significant barriers to addressing skills gaps including:
  - The lack of locally available training provision
  - The cost of training courses
  - Difficulty in accessing courses which addressed particular or specialist skills areas

To work with employers to ensure the vision of the new Humber UTC is achieved - to be the global centre for Renewables & Engineering. The Humber UTC, based in Scunthorpe, opening for 14-19 year olds in September 2015.

### Sector Actions

We have contributed to the production of a manufacturing sector plan, due to be published shortly, that highlights the work already being done in the sector. T

1. Continue to support the development of world-class, industry-focussed research and development activity at the University of Lincoln School of Engineering and:

- a. Deliver an extensive programme of business engagement to facilitate technology transfer and commercialisation
  - b. Develop an integrated package of business advice and support for manufacturing and engineering firms.
2. Encourage employer engagement in apprenticeships (including higher apprenticeships) and workforce development through a range of measures to de-risk investment in training such as use of ESF funds to support training and development in the workplace.
3. Increase the employment of graduates, particularly in SMEs
  - a. Identify work readiness skills required by graduates and put in place skills development courses and support
4. Develop a programme to promote specific manufacturing / engineering skills and careers such as production engineering to young people and ensure that appropriate training opportunities are available.
5. Where appropriate replicate successful employer led groups, such as the Rural Skills Hub in East Lindsey, that meet to share best practice and influence training provision.

## Agri-Food

The Greater Lincolnshire food chain – "from farm to fork and trawler to table" employs over 100,000 people, generating over £3.4bn to the economy

Greater Lincolnshire has the UK's largest and most progressive food sector. The Food and Drink sector has seen significant growth over the last 6 years, growing faster than other major industries in the UK and this growth has been mirrored in the GLLEP area.

This has generated a much wider economic impact for the area, with a broad range of linked sectors such as logistics, packaging materials, construction, and business services, all of whom are delivering services within the food chain in the GLLEP, benefitting from this growth.

Four main clusters can be identified within the Greater Lincolnshire area

1. Seafood (Humber Estuary)
2. Fresh Produce including Horticulture / Processed foods (South Holland/Boston area)
3. Poultry production (geographically dispersed)
4. Arable production (geographically dispersed)

(Seafood and Fresh Produce are well established and in recent years have emerged as centres of skills, business and technical support)

In skills terms, the sector does face challenges for the future if it is to increase its contribution to the Greater Lincolnshire economy by 2030. . The Greater Lincolnshire Agri-food Sector Plan 2014-2020 sites the following as a focus for issues that need to be addressed:

- a relatively poorly developed local research infrastructure
- an over-reliance on migrant workers
- and the need for higher level skills in order to adopt new technologies

### Specific skills drivers for the sector:

- Significant span in types of jobs and their skills needs – range from agricultural jobs where lower skills are needed through to food processing where higher skill levels are required such as the growing development and use of 'big data' which requires highly skilled analysts.
- Employers identify a range of skills needs in their existing workforce ranging from literacy/numeracy, technical and job specific as well as leadership and management

- Agricultural workforce has been in decline although small increases have been seen since 2009
- Food processing jobs have been increasing steadily since 2012.
- A strategic weakness is that the food chain has become very dependant on migrant labour, not only in seasonal jobs but increasingly in longer term and supervisory roles. There are concerns that the level of highly skilled migrants cannot be guaranteed, and it is important to ensure that young people as well as the local workforce are attracted into the industry and have access to appropriate skills training.
- Rapid adoption of technology is creating demand for higher level skills as the need to attract motivated, educated staff into the industry increases.

### Strategic focus:

- Development of a detailed skills plan which links strategic skills development into the planning for growth in the sector
- Delivery of higher level skills to support new technologies so that industry can compete, develop and grow in line with GLEP SEP priorities
- Linking the potential for increased local research infrastructure to the delivery of an appropriately skilled workforce
- Need to attract young people/local people: risks to the sector from an ageing workforce and current over-reliance on migrant workers
- Work with the Universities, FE Colleges, Secondary Schools, Training Providers and employers to develop and improve the coherence of the skills offer to ensure that clear skills progression is available, accessible and supported.

### Sector Actions

1. Support the sector to produce a skills plan for the four clusters (Seafood, Fresh produce/food processing, Poultry and Arable.) Development of technology, engineering and management skills provision to meet needs of food chain.
  - a. Identify gaps, short/medium term and developmental skills needs
  - b. Identify what is available and where, as well as the way in which these link together
  - c. Set out 'learner journey' and identify gaps/pinch points
  - d. What is currently offered, what is needed, actions identified to fill gaps
  - e. Set out short, medium and longer term objectives linked to funding opportunities

We will do this through working with the new Greater Lincolnshire Food Board and the existing Agricultural and Horticultural Forum.

2. Develop a way for employers and providers across the Agri-food sector to collaborate on skills development / delivery. We want to double the numbers of food science graduates in 5 years and increase FE agriculture and food apprenticeship numbers, as well as develop clear progression routes to encourage HE and postgraduate progression
3. Develop strategy to deliver improved interest / take-up of foundation Agri-food skills provision by young people in GLEP area and access funding to support delivery
4. Access funding to deliver in-work support to develop skills of existing employees in the Agri food sector particularly focussing on current skills shortage areas identified in the detailed Skills Plan. We will work with SFA and Defra to ensure that funding for work force training works – making sure that whether individuals are working in farms, or manufacturing, they are able to access relevant training.
5. Secure RDPE skills funding for water efficiency courses for Agri-food industry



## Port and Logistics

This sector employs approximately 18,000 people

The Ports and Logistics sector within Greater Lincolnshire is focused on the Humber Ports and in particular Grimsby and Immingham. The proposed Able UK port related developments will be significant to the future joint growth agenda being pursued by both Greater Lincolnshire LEP and the Humber LEP. The Humber Ports are experiencing year on year growth, and handled 79.8m tonnes of cargo in 2011, 57.2m of which was via Immingham and Grimsby, making it the largest UK port complex by volume handled and the fourth largest in Northern Europe.

The Able Marine Energy Park is the largest Offshore Wind Park in Europe, and will provide 1,389 of quay purpose and is designed to support the demands and specific requirements of the emerging renewables sector.

In addition to import/export related activities (which includes the chemicals and automotive sectors), the port underpins the seafood and Agri-food sector for Greater Lincolnshire and provides a unique source of competitive advantage for the developing environmental technologies sector. Greater Lincolnshire also includes the port of Boston.

Local Growth Fund priorities emphasise the need to deliver increased support for targeted skills development. The Port of Grimsby access and employment programme, for example, aims to deliver job opportunities through the potential for increasing transport/logistics activity. Availability and access to increased appropriate skills provision at all levels will be crucial to supporting this ambition

The main skills drivers for the Ports and Logistics sector align across the general and transferrable skills needs of other key sectors in the GLLEP area.

- The need to ensure that the skills base for this and supporting sectors is maintained and developed – e.g. airline training, currently not available in the area
- Inconsistent availability of specific skills training such as Forklift and transport related provision which limits access across the whole Greater Lincolnshire area
- Relatively low employer investment in training opportunities such as apprenticeships and vocational training.

## Strategic focus:

- To support the development of a full range of job opportunities from entry-level to higher skilled roles underpinned by appropriate and accessible training provision
- Ensuring that options are developed for delivering specific training needs across the Greater Lincolnshire area
- Encourage employers to invest in apprenticeships and appropriate training provision which support the development of a broad skills base and take up of job opportunities.

## Sector Actions

1. Work with GLLEP and Humber LEP partners, employers and training providers to ensure that:
  - a. The training needs of this and related sectors are clearly identified and a detailed delivery plan is developed
  - b. Provision is delivered in a co-ordinated, coherent way which supports access
2. Work with funders, providers and employers to look at ways in which specific skills training needs can be co-ordinated and delivered in a cost-effective way according to the needs of the sector e.g. off-shore wind maintenance, adding off-shore training elements (transfer from vessels & ladder climbing) to existing training such as electrician.
3. Work with employers to increase investment in incremental skills training such as apprenticeships and vocational training

## Low Carbon/Renewables

The GLLEP identifies significant scope for Greater Lincolnshire to develop and thrive within a low carbon economy:

- by encouraging and facilitating businesses to reduce waste throughout their processes and become resource efficient,
- by building resilience to outside pressures of fluctuating resource and raw material costs, thereby promoting and realising sustainable economic growth.

This is significant for the Agri-food and Manufacturing sectors as they are particularly susceptible to fluctuation in resource and raw material costs.

There are considerable opportunities for Greater Lincolnshire businesses to become part of the low carbon supply chain due to increased take up of resource efficient and renewable technologies, the growth of energy crops and the opportunities presented by the South Humber and East Coast offshore projects.

A consistent supply of appropriately skilled individuals is key to further developing the competitiveness of businesses within this sector, ensuring that employers are able to innovate and grow.

The main skills drivers for the Low Carbon sector cover specific sector based skills and align across the general and transferrable skills needs of other key sectors in the GLLEP area.

- The need to ensure that emerging, relatively underdeveloped skills provision for the Low Carbon sector is available to meet the needs of businesses and is accessible to individuals
- Lack of awareness of the opportunities for employment and career development with the emerging Low Carbon sector
- Relatively low employer investment in training opportunities such as apprenticeships and vocational training and the need to ensure that appropriate courses are developed locally.

## Strategic focus:

- To support the development of a full range of job opportunities from entry-level to higher skilled roles underpinned by appropriate and accessible training provision which meets the needs of employers within the sector
- Raise awareness and promote take up of opportunities for employment and career development
- Encourage employers to invest in apprenticeships and appropriate training provision which support the development of a broad skills base and take up of job opportunities.

## Sector Actions

1. Work with GLLEP and Humber LEP partners, employers and training providers to ensure that:
  - a. The training needs of this and related sectors are clearly identified and a detailed delivery plan is developed
  - b. Availability of specifically identified skills training to fill short term gaps
  - c. Provision delivered in a co-ordinated, coherent way which supports access
2. Work with GLLEP and Humber LEP, employers and providers to raise awareness of and promote access to employment opportunities and career development within the sector
3. Work with employers to increase investment in incremental skills training such as apprenticeships and vocational training

## Tackling Vacancies, Helping People Back into Work

There are many factors influencing a community's capacity for social inclusion and an individual's ability to participate fully in the economic life of their community. Greater Lincolnshire has pockets of deprivation in its city, towns, and across its rural communities. It has a higher than average percentage of its young adults (18-24 year olds) claiming job seekers allowance. The overall total is down by 4,198 compared to the same time last year and the total number of youth claimants has fallen by 1,455.

### Number of Greater Lincolnshire residents claiming Job Seekers Allowance (JSA) June 2015

	Total Claiming JSA	Total Claiming JSA Age 16-24
Over 1 year	3,695	515
Over 2 years	2,175	230
All	13,120	3,170

Source: ONS

*N.B. School leavers, i.e. those who are finishing their GCSEs this year, are now required to remain in some form of education or job with training until the age of 18. Therefore 16-18 year olds are not eligible to claim JSA.*

45 per cent of all job seekers have been claiming JSA allowance for over 6 months which is in line with the national figure. However we want to ensure that the Government schemes in place are more effective in supporting those who are seeking jobs and offer tailored support as quickly as possible, to ensure that individuals can return to work.

In addition to the number shown above claiming Job Seekers Allowance, there are also 139,900 residents who are classed as economically inactive, that is, they are not currently claiming JSA and are not actively seeking a job. See page 47 for more information. Over 32,000 of these would like to have a job and may, with support, be able to return to work.

Supporting individuals and communities to engage with and benefit from the economic development of their local and wider areas is crucial to underpinning sustained growth.

Sustained economic prosperity for the priority sectors identified is dependent on the availability of a range of higher level skills and specific expertise. It is also essential to ensure that individuals with low or no skills have access to the support and skills development that they need in order to participate fully and benefit from increasing economic prosperity.

Employers identify skills gaps focusing on sector technical or managerial skills however, lack of aspiration, poor work readiness and low levels of literacy and numeracy can be just as significant a barrier to developing an effective local workforce, and in the longer term impact on the potential for sustained economic development. Poor work readiness was identified by local employers in the Ready for Work report in June 2011 as a significant barrier to employment.

For those communities experiencing the highest levels of deprivation and social exclusion, it is essential to build these employability skills through locally delivered provision which not only increases the potential of individuals to move into work, but also enables these individuals, their families and communities to develop local resilience and a community voice which makes it possible for them to take an active part in the decision making processes which affect their lives.

Rurality can be a particular barrier to skills development as it is often associated with poor accessibility to training and support. Current national skills funding models tend to favour a one size fits all, urbanised delivery ('economic class sizes, centralised venues, provider specialisation) which can often disadvantage rural communities. The focus of the Skills Plan on increasing social inclusion is to support a more flexible approach to funding skills provision by making use of a range of funding streams to enable a more localised, collaborative 'foundation' skills offer to be available to the communities of Greater Lincolnshire.

Financial and digital literacy, English and Maths as well as volunteering and mentoring skills are amongst some of the priority areas for skills development across all communities. Making effective use of Community Learning funding for delivering provision at local level is vital as well as being a catalyst in the creation of added value opportunities through the involvement of the voluntary and community sector in meeting local needs.

## The main skills drivers are identified as:

- Making sure that everyone benefits from Greater Lincolnshire's economic growth
- Changing perceptions about important sectors and vocational education to encourage more young people consider them as a career choice
- Ensuring that individuals of all ages are supported with accurate information and advice so that they can make informed choices
- Supporting individuals to develop the 'employability' skills they need to be able to take up employment opportunities
- Making it easier for individuals of all ages to access skills training which is relevant and appropriate to their needs

## Strategic focus:

- improve literacy and numeracy levels
- Support lifelong learning
- Deliver targeted support to socially excluded and disadvantaged communities
- Better understand the reasons for high youth unemployment
- Develop partnerships between colleges and secondary schools to ensure the best education path for learners

## Actions

1. To refocus currently piecemeal information, advice, employment and skills data to deliver a coherent skills/knowledge base which provides an appropriate, targeted resource for use by all stakeholders and reduces duplication
2. To review the availability and delivery of 'foundation' skills training across the GLLEP area and develop a comprehensive skills delivery plan which focuses on English and Maths, Work Readiness and building community resilience
  - a. Work with employers, providers, third sector organisations and communities to develop, resource and deliver the 'foundation' plan
  - b. Support and build capacity within third sector organisations to develop and deliver skills development projects within local communities
  - c. Work with stakeholders and training providers to ensure accessible progression from 'foundation' provision into mainstream training

3. Further support and develop the Community Learning Trust concept to make effective use of SFA Community Learning within the GLLEP area and ensure that this is used to lever in funding from other sources to further develop the community learning offer within Greater Lincolnshire
4. Learn from the Greater Lincolnshire Talent Match programme, supporting 'hidden' unemployed young adults
5. Where the Adult Skills Budget is not being used to support people to read (Entry level literacy) we must unlock barriers and reduce some of the risk to providers who are choosing not to fund this activity.

DRAFT



## Appendices

### Qualifications

Proportion of **Greater Lincolnshire** residents and their highest qualification level

Highest Level of Qualification	All categories: Age 16 and over	Age 16 to 24	Age 25 to 34	Age 35 to 49	Age 50 to 64	Age 65 and over
No qualifications	27%	12%	11%	12%	27%	57%
Level 1 qualifications	15%	20%	15%	21%	14%	6%
Level 2 qualifications	17%	30%	20%	20%	14%	7%
Apprenticeship	4%	3%	2%	3%	6%	6%
Level 3 qualifications	12%	23%	19%	13%	9%	4%
Level 4 qualifications and above	20%	9%	27%	26%	23%	14%
Other qualifications	5%	3%	7%	5%	6%	6%

Proportion of **England** residents and their highest qualification level

Highest Level of Qualification	All categories: Age 16 and over	Age 16 to 24	Age 25 to 34	Age 35 to 49	Age 50 to 64	Age 65 and over
No qualifications	22%	10%	9%	12%	25%	53%
Level 1 qualifications	13%	17%	12%	18%	13%	6%
Level 2 qualifications	15%	27%	15%	17%	13%	8%
Apprenticeship	4%	3%	1%	3%	5%	6%
Level 3 qualifications	12%	26%	15%	12%	9%	4%
Level 4 qualifications and above	27%	14%	41%	34%	28%	18%
Other qualifications	6%	3%	7%	5%	6%	6%

Source: Census 2011

## GCSE Achievement

Pupils at the end of Key Stage 4, State Funded Schools

	Number of end of key stage 4 pupils	Number achieving GCSE and equivalent 5+A*-C grades	Percentage achieving GCSE and equivalent 5+A*-C grades	Number achieving GCSE and equivalent 5+ A*-C including English and maths GCSEs	Percentage achieving GCSE and equivalent 5+ A*-C including English and maths GCSEs
North East Lincolnshire	1,845	1,607	87.1	1,079	58.5
North Lincolnshire	1,945	1,739	89.4	1,104	56.8
Lincolnshire	8,274	6,992	84.5	5,113	61.8
Greater Lincolnshire	12,064	10,337	85.7	7,297	60.5
England	569,121		83.1		60.8

Source: Department of Education

<https://www.gov.uk/government/publications/gcse-and-equivalent-results-in-england-2012-to-2013-revised>

Key Stage 4 is the legal term for the two years of school education which incorporate GCSEs, and other exams, normally known as Year 10 and 11, (formerly 4th and 5th year) when pupils are aged between 14 and 16 (in England and Wales).

## Greater Lincolnshire's Future Occupation Forecast

Occupation	Current Jobs (2012)	Change 2012-2022	Replacement Demand	Total Requirement 2012-2022
11 Corporate managers and directors	30,000	6,000	12,000	18,000
12 Other managers and proprietors	17,000	1,000	8,000	9,000
21 Science, research, engineering and technology professionals	21,000	4,000	7,000	11,000
22 Health professionals	18,000	4,000	8,000	11,000
23 Teaching and educational professionals	17,000	0	7,000	8,000
24 Business, media and public service professionals	18,000	3,000	8,000	11,000
31 Science, engineering and technology associate professionals	7,000	1,000	2,000	3,000
32 Health and social care associate professionals	4,000	1,000	2,000	3,000
33 Protective service occupations	6,000	-1,000	1,000	1,000
34 Culture, media and sports occupations	5,000	1,000	2,000	3,000
35 Business and public service associate professionals	28,000	5,000	11,000	15,000
41 Administrative occupations	37,000	-2,000	16,000	14,000
42 Secretarial and related occupations	12,000	-4,000	5,000	2,000
51 Skilled agricultural and related trades	12,000	-3,000	6,000	3,000
52 Skilled metal, electrical and electronic trades	23,000	-2,000	7,000	5,000
53 Skilled construction and building trades	17,000	0	5,000	6,000
54 Textiles, printing and other skilled trades	9,000	-4,000	3,000	-1,000
61 Caring personal service occupations	40,000	11,000	18,000	29,000
62 Leisure, travel and related personal service occupations	10,000	1,000	5,000	6,000

71 Sales occupations	32,000	-3,000	12,000	9,000
72 Customer service occupations	9,000	2,000	3,000	5,000
81 Process, plant and machine operatives	20,000	-5,000	6,000	0
82 Transport and mobile machine drivers and operatives	21,000	1,000	9,000	10,000
91 Elementary trades and related occupations	13,000	0	5,000	5,000
92 Elementary administration and service occupations	41,000	-1,000	15,000	15,000
<b>Total</b>	<b>468,000</b>	<b>18,000</b>	<b>182,000</b>	<b>200,000</b>

Source: Working Futures, Warwick Institute for Employment Research / Cambridge Econometrics, 2014.

NB. Due to the models used in forecasting, larger numbers are statistically more reliable. The smaller the number, the less accurate it will be.

## Apprenticeship Starts by Level

	Intermediate Level Apprenticeship			Advanced Level Apprenticeship			Higher Apprenticeship		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Lincolnshire	4,150	3,930	3,730	2,720	3,260	1,940	60	130	90
North East Lincolnshire	1,020	910	900	620	640	420	10	30	30
North Lincolnshire	1,060	970	990	630	810	510	10	40	20
<b>Greater Lincolnshire</b>	<b>6,230</b>	<b>5,810</b>	<b>5,620</b>	<b>3,970</b>	<b>4,710</b>	<b>2,870</b>	<b>80</b>	<b>200</b>	<b>140</b>
<b>England</b>	<b>325,500</b>	<b>289,300</b>	<b>282,900</b>	<b>185,800</b>	<b>205,200</b>	<b>142,700</b>	<b>3,700</b>	<b>9,700</b>	<b>9,000</b>

Source: <https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships>

## Greater Lincolnshire Economic Inactivity (April 2014-March 2015)

	Greater Lincolnshire	Greater Lincolnshire	East Midlands	Great Britain
	Number	%	%	%
<b>Total</b>	139,900	21.9	22.4	22.6
Student	24,200	17.3	25.3	26.5
looking after family/home	36,600	26.2	23.2	25.4
temporary sick	2,800	2	1.9	2.2
long-term sick	34,900	25	23	21.6
discouraged	#	#	#	0.5
retired	27,400	19.6	16.4	14.3
other	13,600	9.7	10	9.5
wants a job	32,100	22.9	23.3	24.5
does not want a job	107,800	77.1	76.7	75.5

Source: ONS annual population survey

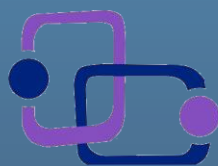
Please note, that the Annual Population Survey from the ONS speaks to very few people within our local areas and is therefore only an indication rather than an actual measure.

# Sample size too small for reliable estimate

Notes: numbers are for those aged 16-64.

% is a proportion of those economically inactive, except total, which is a proportion of those aged 16-64

Produced in consultation with partners by:



Greater Lincolnshire  
**Employment  
and Skills Board**

Putting local talent at the heart of economic ambition