

Medway Learning & Skills Plan

February 2008

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1. Introduction

1.1 This is the Consultation Draft of Medway Learning & Skills Plan (MLSP), which intends to drive a wholesale improvement in the skills levels of the current and future population of Medway over the coming years.

1.2 Medway's Economic Development Vision

1.2.1 Medway's vision is to become a City of Learning, Culture, Tourism and Enterprise, and a prosperous, competitive and robust economic driver of regional significance within the South East economy.

1.2.2 The Medway Economic Development Statement 2006 identifies improvement of skills as one of 5 key strategic aims to achieve that vision, citing the clear need to instil a learning culture among Medway people and Medway businesses alike, as a critical factor in achieving sustained economic growth.¹

1.2.3 The MLSP will, therefore, have a significant role in sustainable community development and the future economic prosperity in Medway, and will underpin Medway's on-going social and economic regeneration.

1.3 Strategic Context and Targets

1.3.1 Key recent Government policy documents such as *World Class Skills: Implementing the Leitch Review of Skills in England* and the *Review of Sub National Economic Development and Regeneration* outline likely national target outcomes in skills and related economic improvements (see appendix 1), to which local authorities and public sector agencies will be mandated to deliver.

1.3.2 As Medway now has in place the learning infrastructure to support all stages of learning and education delivery, the MLSP sets out to support these key national policy agendas, including; increasing economic activity (and increasing employment levels), increasing progression of children, young adults and adults into higher levels of education, and increasing levels of productivity and enterprise.²

1.4 Consultation

1.4.1 The draft MLSP has been developed in 2007 by partners from; Medway Council, the Kent and Medway Lifelong Learning Network, Mid Kent College, the Gateway Knowledge Alliance and others.

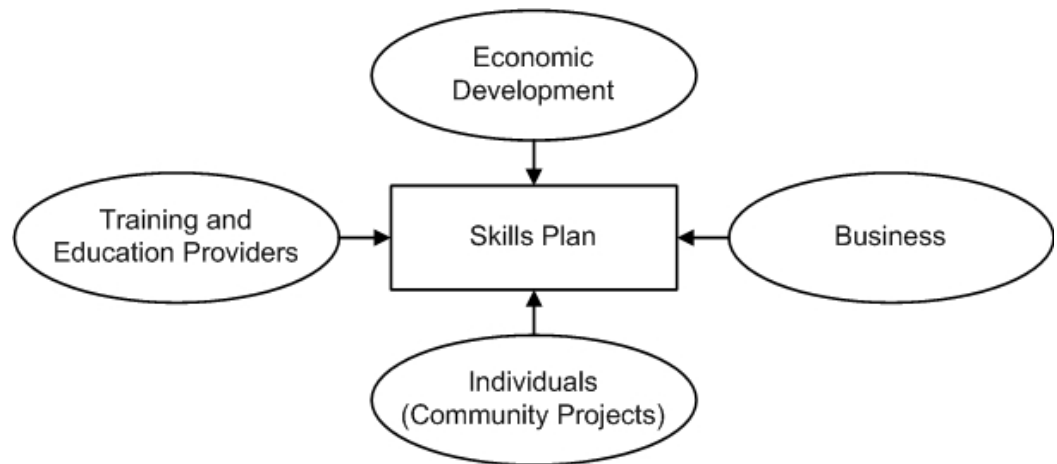
¹ This document should be read in conjunction with the Medway Economic Development Statement 2006 and the Medway Regeneration Framework.

² Appendix 2 provides an overview of the strategic and policy context of the MLSP.

1.4.2 The partners involved now seek general views on the content of the draft MLSP from stakeholders, many of who will have a key role in the development and delivery of a cohesive strategy. Specific consultation questions, and contact details are included at the end of this document (see section 6).

2. Purpose of Plan

- 2.1 The purpose of this plan is to bring together under one strategic framework measures to address the learning and skills needs of individuals of all ages and the training needs of businesses, tied into the latest thinking on the direction of the Medway economy – in particular, what the future demand for skills will be – and then to ensure that learning providers (from schools to universities) are matching provision accordingly.



- 2.2 The MLSP therefore draws the following themes together to provide the basis for a comprehensive, innovative and coherent framework and action plan for skills development in Medway:

- Economic Development
- Business Need
- Individual Need
- Training and education provision

2.3 Objectives:

2.3.1 Overall

1. Establish a charter that outlines the common commitment to improve skills levels in Medway - for all stakeholders to sign up to.
2. Provide leadership, increase aspirations, promote and enable Medway as a learning city, and include key sectors and employers in establishing a learning culture.

2.3.2 Economy

3. Ensure that employability, flexibility, enterprise and potential for re-skilling are addressed as key components of the skills plan.

4. Ensure that skills programmes reflect the short- and long-term needs of the Medway economy, inward investment and knowledge economy needs, and encourage economic growth through skills.

2.3.3 Businesses

5. Improve engagement with Medway businesses, give them greater certainty, and provide them with the opportunity to employ modern workforce development practices.
6. Ensure that skills and training provision reflects employer's needs.

2.3.4 Learning Providers

7. Fostering collaboration to ensure development of partnership, innovation and sustainable delivery among learning and skills partners.
8. Ensure that all partners are committed to the provision of the best quality training and education, in the most appropriate and effective ways to individuals and businesses.

2.3.5 Individuals

9. Ensure that each individual can achieve their potential by providing appropriate, consistent and open progression and access to training, guidance, and support.
10. Raise aspirations by promoting well-informed choices, and linkages between skills attainment and earning capacity.

3. Rationale

- 3.1 This coordinated approach to development of the MLSP is responding to the following critical issues highlighted by the new Government policy agenda:
- No single agency can deliver the necessary transformation
 - Leadership, vision and strategic planning among stakeholders are not properly aligned
 - Non-alignment of data sharing and resources among stakeholders
 - The disconnection between employers and skills providers
 - Major skills deficits in Medway (a decisive factor behind worklessness)
 - Skills shortages common among employers, including employability issues for new entrants to the labour market
 - Multiplicity of approaches to engagement and delivery (causing confusion among businesses and individuals)
- 3.2 **Size of the task:** It is estimated that there are over 13,000 businesses in Medway, with over 10,000 economically inactive people that 'would like to get a job'. In addition, over 130,000 people are economically active (with 4,000 people officially unemployed) who could potentially benefit from re-training or up-skilling. When including the numbers of 14-19's that require work-based learning or progression opportunities, it is clear that the necessary transformation in skills cannot be delivered by a single agency or institution.
- 3.3 **Common approach:** Factors such as; differing timescales, overlapping areas of responsibility, perceived competition for clients, and constantly evolving funding regimes have resulted in an uncoordinated approach between training providers to supply the skills market.
- 3.4 **Employer/provider disconnection:** There is a lack of institutional connection between businesses and the education system (increasingly emphasised by the fragmentation of the business demographic). This is a particular issue for Medway, where the (higher) education infrastructure did not previously exist to support the education role played by the traditional industries. Although local partners are developing relationships with large employers, there is a further challenge in engaging SMEs (over 99% of local businesses).
- 3.5 In addition, Government policy in the 1980's removed the requirement of businesses to invest in its workforce, which compounded this disconnection. Although the Government has established a number of new institutions to help develop the skills agenda – the Skills for Business Network (SSC's and the SSDA), the expectation of responsibility for training has to a large extent shifted from businesses to the education system.

- 3.6 Consequently, there is a general misconception among training providers that business is not prepared to pay for training, while businesses point to a general confusion over what training providers can provide, and can be sceptical over the value of certain qualifications.
- 3.7 **Skills deficits:** Skills levels in Medway lag behind national and regional comparisons (see appendix 3). Factors that influence these statistics include; the brain drain, lack of progression rates (borne from entrenched cultural attitudes towards learning and a historic lack of infrastructure), and the reduction of training opportunities offered by employers following the collapse of traditional industries in the 1980s.
- 3.8 **Skills shortages:** Employers bemoan the lack of appropriately skilled people in the local labour market. The skills deficit comprises both sector specific and generic and transferable skills.
- 3.9 **Multiplicity of engagement and delivery:** Medway now has four Higher Education Institutions and the largest FE college in the Thames Gateway (Mid Kent College). These organisations are now part of a wider public (and private) training sector in Medway trying to engage businesses to either:
- Promote courses/services on offer to businesses;
 - Persuade businesses to place apprentices; or
 - Consult on business needs
- 3.10 Each public sector organisation has (or is in the process of creating) multiple posts aimed at business engagement. The resulting influx of uncoordinated business engagement activity is putting the businesses off, and is counter productive in terms of selling those services to businesses.

4. Strategic Priorities

4.1 The MSLP proposes a collective approach to delivering the following strategic priorities to support local economic growth as set out in section 1 above:

4.2 Strategic Priority 1 - Coordinate Business Engagement

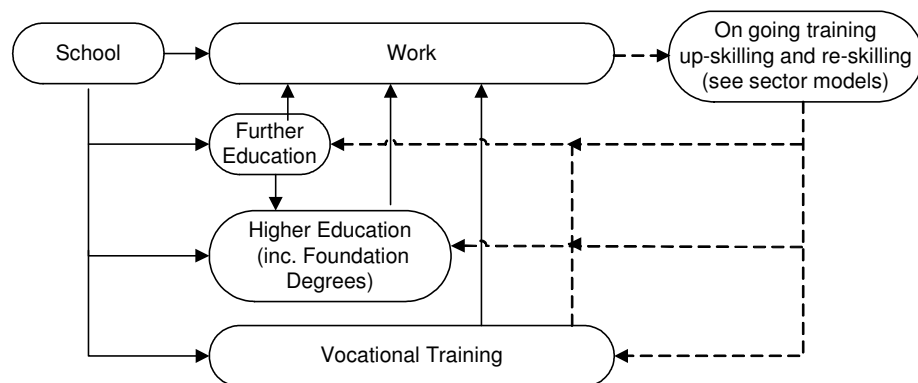
4.2.1 There is a growing recognition that a common stakeholder approach to addressing skills issues is required, as supported by the findings of the *Review of Sub National Economic Development and Regeneration*. Actions to achieve this should include an alignment of strategic planning and leadership, and sharing of data and resources.

4.2.2 To achieve this, it will be necessary to establish a strategic body to provide leadership for this agenda. In addition, the strategic body will need to be supported by a cross-agency task group, to ensure a more coordinated approach to engagement, leading to better coordinated delivery of services and support.

4.3 Strategic Priority 2 – Skills Progression

4.3.1 The role of provision for young people aged 14-19 in Medway is critical in moving forward and prioritising the skills agenda through the development of both vocational provision for young people at 13/14+ and the development of ‘composite’ qualifications such as the Diploma comprising a broad range for vocational and general education elements.

Learning Progression Model



4.4 Strategic Priority 3 – Promote the value of skills

4.4.1 The value of skills in contributing to economic and personal enhancement is not popularly accepted either by Medway residents or Medway businesses. It is therefore critically important that the MSLP includes as a priority measures that can effectively give individuals and

businesses a reason why that they should invest time and resources into skills improvement.

- 4.4.2 Intrinsically linked to this priority is the need to raise the aspirations of local people, which are equally relevant to pupils in schools, beneficiaries community-based projects, and those in work or seeking career advice.

4.5 **Strategic Priority 4 – Employability**

- 4.5.1 Employability is a key area of concern for employees. The perception of business is that schools and colleges are producing a stream of young adults that are either unsuitable for work or unwilling to work, and employers from every sector state that they have difficulty finding suitable staff (see appendix 5 – Business)
- 4.5.2 The education system is expected by business to provide employable young people with the required functional skills into the working world. This should be a given, and this plan needs to persuade partners that this should be addressed as a priority. Provision of functional skills, however, needs to be delivered in an attractive way that is relevant to the working world – and vocational programmes and composite programmes such as the new Diploma can provide this.
- 4.5.3 The working world is constantly changing and the requirements of the workforce have to adapt. Flexibility and the capacity to re-skill will be increasingly essential. This also means that young people in schools and college need to develop flexible and transferable skills rather than being provided with ‘job ready’ training, except where such training provides the necessary level of motivation to encourage them to stay in learning and avoid becoming NEET at 16+.

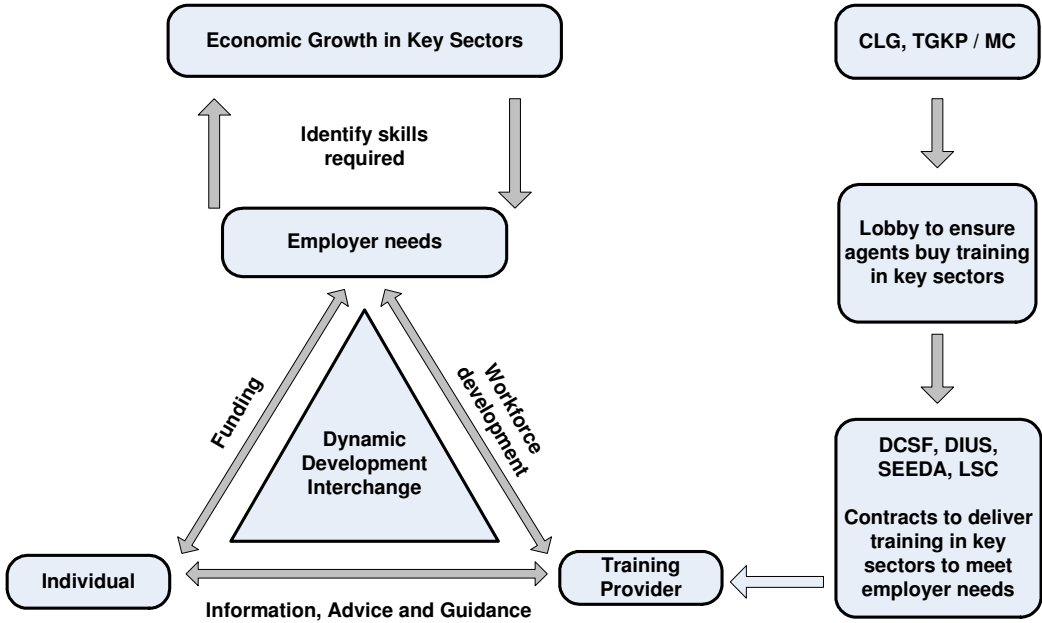
4.6 **Strategic Priority 5 – Lobby to enable effective delivery**

- 4.6.1 Lobbying Government or national agencies: The complex emerging Government agenda includes a new focus on prioritisation of local needs. There are some instances, however, where Government policy or the criteria that a certain scheme is bound by will require alteration or a more flexible approach locally. The establishment of a Medway Employment and Skills Board with a specific strategic focus, where all key stakeholders are represented, will have greater weight as a collective Medway voice to take forward such issues. A collective request for further resources will also be more likely to be successful, particularly as CLG has stated that it will look favourably on solid partnership approaches for resources from Thames Gateway partners.
- 4.6.2 Exerting influence on local partners to improve delivery: There is a large amount of duplication of delivery among learning providers in Medway. It is anticipated that the strategic partnership will to affect changes among member provision, either in course provision or in

promoting flexible methods of delivery. In addition, using examples of Employment and Skills Boards piloted elsewhere in the country, the inclusion of business representation has enabled moves towards a commissioning function for the Employment and Skills Boards.

4.7 Overview

4.7.1 The schematic diagram below provides an overview of the process the MLSP is aiming for, which is drawing together the above strategic priorities, learning and skills delivery and key sector requirements, as a means to deliver the strategic aim for local economic growth.



5. Approach

- 5.1 The draft MLSP has been developed in 2007 with partners from; Medway Council, the Kent and Medway Lifelong Learning Network, Mid Kent College, the Gateway Knowledge Alliance and others. A steering group has been formed by partners to oversee the progress of the MLSP.
- 5.2 The MLSP has focused on developing the following:
- A priority sector approach to engage business
 - A community initiative-based approach to enabling NEETs to access skills support
 - Engagement with schools and Medway Council Children's Services to align progression and work-based learning opportunities to wider agenda
- 5.3 The programme steering group agreed that a suitable method for developing the MLSP would be to develop a sector specific approach for the current local priority sectors – these are:
- Construction
 - Cultural and Creative Industries
 - Finance and Business Services
 - Health and Social Care
 - Manufacturing and Engineering (including Environmental Technologies)
 - Retail, Leisure and Tourism
- 5.4 A further chapter will be developed focusing on Education, but later moving towards addressing wider skills issues for public administration, as it is a key employer in Medway.
- 5.5 Coordinators were appointed for each sector group in April 2007. The role of the coordinators was to draft a sector chapter (see appendix 6). Each chapter uses the MLSP themes and Gateway Knowledge Alliance priority areas for action as a template to detail current issues, and necessary actions to take the skills agenda forward.
- 5.6 The coordinators have acted as a point of liaison for businesses in each sector, and to pull together detail about existing provision of skills and training courses, and current and future skills needs for each sector. Several workshops and meetings with businesses have been held to help inform the sector chapters.
- 5.7 Discussions between the coordinators group have identified that the engagement of businesses is a critical issue, so the MLSP approach is, in the first instance, to work towards achieving an alignment of business engagement activity among Medway stakeholders, including business support agencies, Higher Education institutions, Mid Kent

College and the schools through Local Development Partnerships (for the new Diplomas) and work placement requirements.

5.8 The project is currently working towards identifying existing interfaces with the business community in particular sectors (ie. The Medway Tourism Alliance for the tourism sector). The interface would then be used by a partnership of representatives interested in engaging with that sector as the principal conduit of information between businesses and the public sector. In sectors where these natural interfaces do not currently exist, partners would seek to create them.

5.9 Phased Approach

5.9.1 The draft action plan for the MLSP is attached (see appendix 6). This draft plan gives a longer-term view of actions for the effective delivery of the skills agenda in Medway. The plan is indicative at this stage, and the table below sets out a more concise list of immediate priority actions describing a phased approach to achieving full support of Medway partners to this agenda.

| Action | Timescale | Description |
|---|-------------------------|---|
| 1. Consultation | September-November 2007 | <ul style="list-style-type: none"> - Circulate Consultation Draft MLSP to stakeholders. - Presentations to key local partnerships - Meetings with key stakeholders - Possible workshop sessions |
| 2. Develop strategic arrangements | October 2007 – May 2008 | <ul style="list-style-type: none"> - Liaise with key personnel in relevant local partnerships to seek alignment/merger if necessary - Liaise with potential partnership members - Identify resource from partners to establish task group - Monitor examples of best practice elsewhere |
| 3. Pilot business engagement arrangements | Summer 2008 | <ul style="list-style-type: none"> - Agree approach with business support partners - Seek 'summit' of business engagement stakeholders - Identify candidate partners for pilot scheme, and establish phased approach - Identify 'quick wins' |
| 4. Pilot information sharing arrangements | Summer 2008 | <ul style="list-style-type: none"> - Identify candidate partners for pilot information share arrangement - Identify best methods of sharing data |
| 5. Sector priorities | October 2007-June 2008 | <ul style="list-style-type: none"> - Identify critical actions within sector priorities (eg. where funding for key project is due to expire) |

6. Details

6.1 For further information, please contact:

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Medway Learning and Skills Plan – Appendix 1

Possible Target Outcomes

The following targets are taken from a number of sources, including national, and local government, and have all been published (or drafted) in 2007. While they all relate to Learning and Skills priority areas, none are approved as official targets. The targets are included in this appendix as an indication of what Local Area Agreement target outcomes for Medway could constitute.

1. National Government:

1.1 Department for Innovation, Universities and Skills (DIUS) published *World Class Skills: Implementing the Leitch Review of Skills in England* in July 2007. The report says that, following the publication of the Comprehensive Spending Review (due in October 2007) the following targets will be set to be achieved by 2011:

- Participation in full-time education by 17-olds to rise to 84%
- 222,000 level 1 literacy achievements per year and 165,000 entry level 3 numeracy achievements per year - equivalent to 89% of adults qualified to level 1 literacy (from 85% in 2005), and 81% of adults qualified to level 3 numeracy (from 79% in 2005)
- 449,000 first full level 2 achievements per year - equivalent to 79% of adults qualified at least to full level 2 (from 69% in 2005)
- 213,000 first full level 3 achievements per year – equivalent to 56% of adults qualified at least to full level 3 (from 48% in 2005)

1.2 In addition, the Government will set a target for 36% of adults to be qualified to level 4 and above (from 29% in 2005)

1.3 The report also states the Government envisages that these overarching targets will be reflected in the Sector Skills Agreements (SSAs) that are central to the Sector Skills Councils (SSCs) remit.

1.4 Also in July 2007, HM Treasury, Department for Business, Enterprise and Regulatory Reform, and Department for Communities and Local Government jointly published the *Review of Sub National Economic Development and Regeneration*. The review stated that the Regional Economic Performance Public Service Agreement (PSA) will include the following indicators:

- Employment rate, showing the proportion of the working age population in work
- Basic, intermediate and higher skills attainment, to show skills levels (consistent with DIUS targets)

Medway Learning and Skills Plan – Appendix 1

2. Regional targets:

- 2.1 SEEDA's Regional Economic Strategy (RES) Draft Implementation Plan includes the following targets to the local skills and employment agenda:
- Target 6 – Maximise the number of people ready for employment at all skills levels, and ensure that they are equipped to progress in the labour market.
 - 6.1 – Ensure education and training providers deliver skills provision and services to meet business requirements and stimulate the demand for higher level skills, including the use of SSAs
 - 6.3 – Increase the percentage of the working age population with qualifications at level 2 or higher from 66% in 2003 to at least 80% by 2016, and the percentage with qualifications at level 4 or higher from 28% in 2003 to at least 40% by 2016.
 - Target 10 – Improve the productivity of the workforce and increase economic activity from 82% to 85% by bringing 110,000 net additional residents of working age into the labour market by 2016, as a step towards bringing up to 250,000 residents into the labour market by 2026.

3. Sub regional/local:

- 3.1 KCC is currently consulting on its second Local Area Agreement (Kent Agreement 2), which is currently in development. The draft includes to outcomes related to the skills agenda:
- Outcome 2 – Promoting pathways to employment, to include:
 - Reducing welfare dependency (incapacity benefit)
 - Employment for vulnerable adults with physical, mental and learning disabilities
 - Older people (50+) currently unemployed or on incapacity benefit
 - Retraining of people in work with no/low skills
 - Vocational learning/training opportunities for young people, including NEETs
 - Outcome 4 – Skills transformation in specific sectors and for people of all ages, to include:
 - Skills for specific sectors
 - People of all ages (including NEETs)
 - Outcomes around Learning for Everyone are also being developed, although the publication of 18 compulsory national targets for Education and Children is expected with the CSR.

Medway Learning and Skills Plan – Appendix 2

Strategic Context

- 1.1 The MLSP aims to align the development of strategic policy from national, regional and Thames Gateway level to the actions being developed in the plan. The draft plan states how the sector chapters have also been tied in to priority areas of action identified by the Gateway Knowledge Alliance (GKA). Below lists several areas of policy development that will have a direct impact upon the MLSP agenda.
- 2.1 Local Area Agreements (LAAs): The Local Area Agreement with Central Government represents a new contract for improving the delivery of key local priorities through stronger local leadership, enhanced levels of partnership working, and improved mechanisms for service planning and delivery. LAAs therefore present an opportunity to galvanize partner activity towards the common aims of the skills agenda.
- 2.2 Since 2005 a programme of LAAs has been put in place to draw together and co-ordinate the provision of public services within each locality. Coterminal with local authority boundaries, these result from negotiation between and commitment by the key deliverers of local services, co-ordinated by the principal local authorities which act as the Accountable Body for the delivery of the LAA.
- 2.3 However, belief in their appropriateness and commitment to enable them to work is clear on the part of government. The new round of LAA from 2008 will be supported by a compulsion to engage and, where local authority boundaries do not accord with those appropriate to particular domains of intervention, Multi Area Agreements will be encouraged.
- 2.4 LAAs therefore present an opportunity to galvanize partner activity towards the common aims of the skills agenda.
- 3.1 Leitch Review: The main thrust of the Leitch Review is that the UK as a whole needs to upskill its workforce. More specifically, it flags an urgent need to reduce to an absolute minimum the numbers of individuals with basic literacy and numeracy problems and, at the other end of the scale, increase to 50% + the numbers of those participating in Higher Education.
- 3.2 The MLSP proposes to incorporate the issues identified by Leitch, and translate them into meaningful action at local level. For example, the review has driven the new requirement for colleges to achieving Full Cost Recovery on all courses delivered to students aged 19+. The MLSP is developing sector interfaces (see 7.4), aimed at improving access to the business client market, thereby making cost recovery more realistic.

Medway Learning and Skills Plan – Appendix 2

- 4.1 Lyons Review: The Lyon's Inquiry into Local Government highlighted issues that are very relevant to the delivery of skills improvements. These include:
- The need for economic intervention to be more locally attuned, which is likely to impact upon future sub-regional partnership arrangements
 - The key message that there is seen to be an opportunity to re-establish the relationship between local authorities and the business community (crucial to business engagement)
- 5.1 Business Support Simplification Programme: This programme responds to the previous Chancellor's challenge in the 2006 Budget for the public sector to simplify business support by reducing the number of schemes available from over 3,000 to no more than 100. The aims of this challenge are as follows:
- To make it easier for businesses to access support
 - To use public money more efficiently by reducing spend on administration
 - To ensure value for money by measuring the effect of business support on the economy and public policy goals
- 5.2 The DTIs¹ Small Business Service is leading the pan-departmental, pan-agency programme, which is developing proposals throughout 2007. Medway Council Economic Development has contributed to the development of the programme and is in discussions to pilot the new business support arrangements in Medway.
- 6.1 Review of Sub-National Economic Development and Regeneration (SNR) (published in July 2007): The review outlines the Government's plans for economic development policy at the local level. It will consult on creation of a focused statutory economic development duty of Local Authorities, and on the possible creation of local Employment and Skills Boards (ESBs) to give employers influence over the interaction of employment and skills services. Central Government, National Agencies and Regional bodies will need to provide the support to Local Authorities necessary for Local Authorities to deliver improved local prosperity, and public agencies at local level will be given a 'duty to cooperate' on LAAs, strengthening the leadership role of Local Authorities.
- 6.2 The Government applied the following principles in taking forward this review:
- Managing Economic Development policy at the right levels
 - Ensuring clarity of roles

¹ The Department for Trade and Industry is being reorganised under the title Department for Business, Enterprise and Regulatory Reform.

Medway Learning and Skills Plan – Appendix 2

- Enabling places to reach their potential

6.3 This new agenda is therefore of critical importance to MLSP.

Central Government, National Agencies and Regional bodies will need to provide the support to Local Authorities necessary for Local Authorities to deliver improved local prosperity, to include:

- Greater certainty and flexibility over funding
- More long-term funding
- A focus on agreed outcomes, rather than achieving detailed performance targets

6.4 The SNR also states that a 'duty to cooperate' will be included in LAAs for public agencies at the local level, strengthening the leadership role of Local Authorities.

6.5 Alignment of economic development and neighbourhood renewal activities will need to improve – neighbourhood interventions will need a stronger focus on economic drivers, and the longer-term economic potential of the area. Connecting disadvantaged communities to economic opportunities will require a coordinated approach with housing, the physical environment, and provision of other public services.

7.1 New Proposals for 16-19 funding arrangements: The new Prime Minister announced a reorganisation of government departments concerned with education and training. The DfES has been split into two: the Department for Children, Schools and Families (DCSF) will take responsibility for the Every Child Matters (ECM) agenda, including some aspects of children's health; the Department for Innovation, Universities and Skills (DIUS) will take on some responsibilities from the DTI and will focus on meeting the challenges set in the Leitch report. From 1 April 2009, DCSF will have responsibility for the new 14-19 diplomas, including funding the contribution to them from colleges of further education; it will also take over sixth form funding. All these resources will be channelled through local authorities rather than the Learning and Skills Council (as is currently the case). Taken with the decision made some time ago to empower local authorities to commission the services currently provided from Connexions with effect from 1 April 2008, this means an expanded role for the Council in commissioning education, training, advice and guidance for young people up to the age of eighteen - a change which is consistent with proposals to raise the statutory age for leaving education or training to eighteen and which underlines the need for the Council to take an overview of education and training issues.

Medway Learning and Skills Plan – Appendix 2

8. Regional Context (SEEDA)

- 8.1 Expectations of Medway are high. Identified as a Regional Hub within The Thames Gateway Diamond for Investment and Growth in the *Regional Economic Strategy 2006* and located within the Kent Thames Gateway sub-region², Medway is a focus for development as a regional city. The *South East Plan* advocates 'smart growth'. This is often interpreted as economic growth that does not require the importing of extra labour or the use of extra land. This is achieved by increasing the economic activity rate, increasing the skills base of the workforce, promoting the use of technology to improve productivity or the out-sourcing of lower value jobs that do not have to be based in the area.
- 8.2 Medway has the potential to be a major player in 'smart growth' due to its large resident workforce and low cost base. (See also the *South East Regional Economic Strategy*, October 2006)
- 8.3 Skill levels will need to be raised to both attract new higher value added employers into the area and to ensure that existing residents can take advantage of the economic benefits of regeneration.

9. Thames Gateway

- 9.1 The Thames Gateway Interim Plan Policy Framework, launched at the Thames Gateway Forum 2006 commits the government to strengthening skills across the Thames Gateway as a whole. The policy framework supports the growth of virtual collaborations to support innovations such as the new 14-19 Vocational Diploma Lines.
- 9.2 In addition, the Policy Framework states that the 'major capital investment in learning infrastructure in the Thames Gateway will be concentrated where there is robust collaboration between partners promoting innovative practice.'³ This statement provides incentive for the proposals contained within the MLSP.
- 9.3 In North Kent Thames Gateway, the Gateway Knowledge Alliance (GKA) was established in 2004 meet the challenges of regenerating North Kent by creating a more integrated and responsive learning and skills system. The GKA Learning and Skills Plan for North Kent (2006-12) identifies eight key issues as affecting all industry sectors in the area:
- *Workforce demographics*, including ageing workforce, under-represented minority groups, lack of awareness of career options or lack of aspiration to work in unfamiliar sectors.

² The RES Implementation Plan relabelled the North Kent Thames Gateway as a Diamond for Investment and Growth

³ Thames Gateway Interim Plan - Policy Framework (November 2006)

Medway Learning and Skills Plan – Appendix 2

- *Staff Retention* – the draw of London’s higher wages and perceived better opportunities and status present local employers with difficulties in recruiting and retaining skilled staff
- *Improved English Skills* for migrant and overseas workers, particularly in Healthcare, Engineering, Construction and Hospitality.
- *Programme Content & Delivery Mechanism* – mismatch between course content and current requirements coupled with inappropriate modes of delivery.
- *Leadership and Management Skills* – there is a need for business support in these areas through a range of training and advice mechanisms.
- *Employer Engagement* – poor engagement by the learning and skills sector
- *Funding* - currently funding concentrates efforts on adults at Level 2 leaving gaps in provision
- *Administrative Boundaries* - forming obstacles to effective working and collaboration.

9.4 These issues encompass a range of barriers faced by Medway, which will need to be tackled through a variety of measures by a number of different agencies including Local Government, Funding Bodies such as the LSC, Training and Education Providers, Employers and Employees themselves.

10. Conclusion

10.1 The cumulative effect of the strategic developments listed above are that they both emphasise the need for closer collaborative working to address skills issues, and also potentially help to provide Local Authorities with the necessary influence to ensure that collaboration happens at the local level.

Medway Learning and Skills Plan – Appendix 3

Skills Review and Statistical Analysis

1. Skills in Medway's workforce

1.1 The table below provides figures on the numbers of the Medway workforce reaching certain skills levels. Due to the size of Medway's workforce, the numbers reaching each official level are significant, although all levels lag behind the regional and national averages. The most significant deficit is the total number of Medway workers reaching National Vocational Qualification (NVQ) level 4 or above. NVQ4 is those people educated to degree level or equivalent, and this gap is primarily caused by the following factors:

- There was no higher education presence in Medway until the early 1990's.
- The 'brain-drain' of degree level school-leavers moving out of the area
- The 'job for life' culture of the traditional industrial base of Medway.

Table 1 - Qualification levels (working population)

| | Medway (Total) | Medway (%) | South East (%) | GB (%) |
|-----------------------------------|---------------------------|-----------------------|---------------------------|-------------------|
| NVQ4 and above | 25,000 | 16.2 | 28.5 | 25.2 |
| NVQ3 and above | 53,000 | 33.6 | 46.9 | 43.1 |
| NVQ2 and above | 86,000 | 55.1 | 66.0 | 61.5 |
| NVQ1 and above | 118,000 | 74.9 | 81.1 | 76.0 |
| Other Qualifications ¹ | 16,000 | 9.9 | 8.0 | 8.8 |
| No Qualifications | 24,000 | 15.0 | 10.8 | 15.1 |

Local area labour force survey (Mar 2003-Feb 2004)

1.2 Table 2 demonstrates the change in skills levels in Medway in comparison to the regional and national averages. The performance over the past 4 years has been mixed. There has been a better than average improvement at NVQ level 4 and above, and at NVQ level 2², but there have been a relative decline in the numbers of people reaching NVQ3³, and an actual decline in the numbers only reaching NVQ1 in the basic skills. The latter shouldn't necessarily be a concern (as people up-skill, they should progress to a higher qualification bracket), but the reduction in number of people with no qualifications (while slightly below the national average) has been marginal.

¹ Other qualifications include foreign qualifications and some professional qualifications.

² NVQ2 is intermediate GNVQ level, and equivalent to 5 or more GCSEs grade A-C.

³ NVQ3 is advanced GNVQ level, and equivalent to 2 or more A levels.

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Table 2 - Qualification levels (working population) – changes since 2000.

| | Medway (Total) | | | South East (%) | | | GB (%) | | |
|----------------------|-------------------|------|-------------|-------------------|------|-------------|-----------|------|-------------|
| | 2000 | 2004 | +/- | 2000 | 2004 | +/- | 2000 | 2004 | +/- |
| NVQ4 and above | 12.7 | 16.2 | +3.5 | 25.9 | 28.5 | +2.6 | 22.5 | 25.2 | +2.7 |
| NVQ3 and above | 32.8 | 33.6 | +0.8 | 43.6 | 46.9 | +3.3 | 39.3 | 43.1 | +3.4 |
| NVQ2 and above | 51.4 | 55.1 | +3.7 | 63.0 | 66.0 | +3.0 | 57.9 | 61.5 | +3.6 |
| NVQ1 and above | 77.2 | 74.9 | -2.3 | 79.2 | 81.1 | +1.9 | 73.5 | 76.0 | +2.5 |
| Other Qualifications | 7.3 | 9.9 | +2.6 | 8.8 | 8.0 | -0.8 | 9.7 | 8.8 | -0.9 |
| No Qualifications | 15.5 | 15.0 | -0.5 | 12.0 | 10.8 | -1.2 | 16.8 | 15.1 | -1.7 |

Local area labour force survey (Mar 2003-Feb 2004)

- 1.3 These figures demonstrate that there remains a considerable lag in Medway's skills levels. The improvement in higher level qualifications has been relatively good, but this is expected following major progress in the higher education provision in Medway in recent years. As with the level of economic activity detailed in section 1 above, the overall under-performance in skill is such that Medway requires a level of improvement in all areas that is considerably above the regional and national average in order to reach a satisfactory level.
- 1.4 According to the LSC Skills Audit 2003 (based on 572 responses) around 25% of residents did not hold a NVQ or equivalent qualification. Given the numbers interviewed this is only a broad indicator of unskilled residents, although it suggests improvements on the Census figure (32%)⁴.
- 1.5 According to the Skills For Life Survey (DfES 2003), 10% of Medway adults (16+) have poor literacy and 50% with poor numeracy skills. For levels of literacy, Medway are comparable to the Kent and Medway and National averages (9%). Although numeracy levels are lower in Medway than the Kent and Medway and National averages, Medway has higher numeracy levels than the neighbouring Thames Gateway districts of Gravesham and Swale.
- 1.6 The 2004 Labour Force Survey figures indicate that Medway has one of the lowest proportions of highly qualified working age adults - 16% qualified to NVQ 4+. This is below the average for Kent and Medway (23%) and the National average (25%), and could impact on Medway's ability to fully engage with the Knowledge Economy.
- 1.7 In comparison with the South East in general, Medway has a low proportion of managers, senior officials and those in professional occupations; while numbers employed as process, plant and machinery operatives is substantially higher than the South East average. Quote: 'This is consistent with the industrial heritage of the

⁴ Accurate conclusions could not be drawn from the Skills Audit data by age due to small sample sizes

Medway Learning and Skills Plan – Appendix 3

region but highlights the shift in roles that will become necessary if Medway is to achieve its economic development goals’.

Table 3 - Socio-economic profile

| | Medway (numbers) | Medway (%) | South East (%) | GB (%) |
|--------------------------------------|---------------------|---------------|-------------------|-----------|
| Soc 2000 major group 1-3 | 44,000 | 36.1 | 46.0 | 40.5 |
| 1 Managers and senior officials | 18,000 | 14.6 | 17.3 | 14.6 |
| 2 Professional occupations | 11,000 | 8.8 | 13.9 | 12.1 |
| 3 Associate professional & technical | 15,000 | 12.7 | 14.7 | 13.8 |
| Soc 2000 major group 4-5 | 34,000 | 28.0 | 23.3 | 24.4 |
| 4 Administrative & secretarial | 18,000 | 14.8 | 12.7 | 13.0 |
| 5 Skilled trades occupations | 16,000 | 13.2 | 10.6 | 11.4 |
| Soc 2000 major group 6-7 | 19,000 | 15.9 | 15.0 | 15.5 |
| 6 Personal service occupations | 10,000 | 8.5 | 7.3 | 7.5 |
| 7 Sales and customer service occs | 9,000 | 7.3 | 7.7 | 8.0 |
| Soc 2000 major group 8-9 | 24,000 | 20.0 | 15.7 | 19.6 |
| 8 Process plant & machine operatives | 9,000 | 7.7 | 5.6 | 7.7 |
| 9 Elementary occupations | 15,000 | 12.4 | 10.1 | 11.8 |

Local area Labour Force Survey (Mar 2003-Feb 2004)

2. Skills Review

2.1 As part of the development of the MLSP, the University of Kent’s Centre for Work and Learning (CWAL) was commissioned to conduct a mapping exercise of existing training provision in Medway, and to identify various key issues associated with the skills deficits. The key findings of the research are as follows:

2.1.1 *Gaps in provision.* The matrix of existing training provision highlights weaknesses in provision in the following areas:

- Lower level manufacturing and engineering programmes
- Retail training at all levels

2.1.2 *Lack of responsiveness and adaptability amongst public sector training providers.* Colleges of Further Education (FECs) and Higher Education Institutions (HEIs) are not currently able to offer the same level of adaptability and responsiveness as private training providers due to internal bureaucratic and administrative barriers

2.1.3. *Inflexible funding models.* Current funding arrangements within FE constitute a barrier to creating the vision of employer-centred and flexible provision described by Leitch. Funding bodies need to develop more flexible funding models to promote work-based, flexible learner-focused provision. Demand is often led by agencies, rather than being employer-led.

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- 2.1.4 *Fragmentation of information.* A central information brokerage for both employers and learners is required. CWAL, Kent and Medway Lifelong Learning Network, Aim Higher and the Gateway Knowledge Alliance have clear requirements for working in partnership to achieve the overall goals of widening participation in education to better meet the needs of local employers. Quote: 'It is vital that this style of information sharing and partnership-working be fostered across the board.'
- 2.1.5 *The Accreditation of Prior Learning.* The Accreditation of Prior Learning offers an excellent avenue for increasing access to further learning, and reduces length and cost of formal training. CWAL is undertaking work to develop AP(E)L framework that can be applied across many different types of organisation.

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Partner Organisations

Local Authority:

- Children's Services
- Economic Development
- Jobsmatch
- Prime Advantage Project
- Town Centre Managers
- Medway Adult Learning Service
- Medway College of Social Care
- Social Regeneration
- REIGNITE
- SCORE
- Tourism

Business Support partners:

- Business Link Kent
- Skills South East
- Enterprise Agency of North Kent
- Thames Gateway Chamber of Commerce
- Federation of Small Businesses

Higher Education Institutions:

- Canterbury Christ Church University (Medway)
- University College for the Creative Arts (Rochester)
- University of Greenwich (Medway Campus)
- University of Kent at Medway
- Centre for Work and Learning
- Kent Business School

Further Education providers:

- Mid Kent College
- Work based learning providers
- IPS International

Agencies:

- Medway Education Business Partnership
- SEEDA
- Connexions
- NACRO
- Sector Skills Councils
- KATO

Medway Learning and Skills Plan – Appendix 5

MSLP Themes

This appendix provides an overview of the four themes identified as having critical impact to the skills agenda in Medway:

- *Economic Development*
- *Business Need*
- *Individual Need*
- *Training and Education Providers*

1. Economic Development

- 1.1 Medway's economic development strategy is primarily aimed at creating a robust and diverse economy. The Medway Economic Development Statement 2006 makes clear that up-skilling and re-skilling of the Medway workforce is a critical part of achieving a robust and diverse economy. These issues are equally relevant for tomorrow's workforce, and it is imperative that this agenda is able to drive local education policy accordingly.
- 1.2 Medway, as the largest labour market in geographical SE England (outside of London), fundamentally needs to consider the requirements of the London-centric SE economy in its skills planning.

Wider issues

- 1.3 The economic landscape is now dominated by service orientated economic functions. This means that transferable skills in areas such as communications skills, ICT, project management will become increasingly important.
- 1.4 This is not to discount the long-term importance of production industries. The impact of globalisation, however, will mean that manufacturing and engineering services will need to be more creative, securing niche positions in relevant markets. Innovation in business processes will also be crucial, so supply chain management, and creative approaches to winning business will be crucial.
- 1.5 The ageing population will also impact upon the labour market and demand for skills. The prospect of people working longer will increase the likelihood that skills sets will become obsolete within working lifetimes. The need for re-skilling will therefore increase.

Knowledge Economy

- 1.6 Particularly significant here is the development of the 'knowledge economy'. This is defined where specialist knowledge is increasingly identified as the key determinant to adding value to a good or service (OECD).

Medway Learning and Skills Plan – Appendix 5

- 1.7 In practice a combination of information technology, innovation and entrepreneurship provides the leverage for advanced economies to grow further and outsource low value activity - either services or manufacturing - to other low wage economies in a global market place. High-level skills development and the implementation of the 14-19 Reform programme are central to the delivery of strategies associated with the knowledge economy.
- 1.8 Learners require the following skills sets in the knowledge economy:
- Communication skills – both an effective knowledge of their mother tongue and an ability to communicate in a foreign language;
 - Mathematical literacy and basic competences in science and technology;
 - Digital competence - understanding and use of ICT;
 - Personal Learning and Thinking Skills;
 - Functional skills (mathematics, communications and ICT) to a minimum standard (L2);
 - Independent learning skills – an ability to acquire, process, evaluate and apply new knowledge and solve problems;
 - Work skills – contributing to a team, flexibility and multi-tasking;
 - Social & networking skills - interpersonal and civic competences;
 - Entrepreneurship – defined broadly by the European Commission as taking responsibility for one’s own actions, an ability to develop a strategic vision, set objectives and the motivation to succeed - rather the narrow definition of skills for business;
 - Creativity - cultural awareness and creative expression.

2. Business

- 2.1 This section gives reference to local and national research (drawing upon work of the sector skills councils) to set out objectives needed to address the skills needs of employers. The section also draws in the latest research and theories on workforce development, utilising expertise in the HE sector.
- 2.2 The education system is expected by business to provide employable young people with the required functional skills into the working world. This should be a given, and this plan needs to persuade partners that this should be addressed as a priority. Provision of functional skills, however, needs to be delivered in an attractive way that is relevant to the working world – and vocational programmes and composite programmes such as the new Diploma can provide this. The working world is constantly changing and the requirements of the workforce have to adapt. Flexibility and the capacity to re-skill will be increasingly essential. This also means that young people in schools and college need to develop flexible and transferable skills rather than being provided with ‘job ready’ training, except where such training provides

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the necessary level of motivation to encourage them to stay in learning and avoid becoming NEET at 16+.

- 2.3 Employability is a key area of concern for employees. The perception of business is that schools and colleges are producing a stream of young adults that are either unsuitable for work or unwilling to work, and employers from every sector state that they have difficulty getting the staff.
- 2.4 The official Claimant Count unemployment rate supports this assertion, as the unemployment rate among young adults (under 25) is considerably higher than for other age groups, which supports the view that many recent young people are on a constant cycle of short stints in employment. The unemployment rate for young adults in Medway is also well above the national average.
- 2.5 Business Link Kent's annual business barometer found that 26% of Medway businesses were looking to improve management or leadership skills, and 18% of businesses said that they had 'difficulty recruiting staff'.
- 2.6 There is a lack of institutional connection between businesses and the education system (greater emphasised again by the fragmentation of the business demographic). This is a particular issue for Medway, where the (higher) education infrastructure did not previously exist to support education role played by the traditional industries.
- 2.7 In addition, Government policy in the 1980's removed the requirement of businesses to invest in its workforce, which compounded this disconnection. Recent government policy has shifted towards correcting market failure by investing in basic skills (National Employer Training Programme), but the expectation of responsibility for training has, to a large extent shifted from businesses to the education system. The Government has also established a number of new institutions to help develop the skills agenda – the Skills for Business Network (SSC's and the SSDA).
- 2.8 When surveyed, employers state a need for specialist skills. These requirements should be identified by providers where appropriate, and where specialisms cannot be catered for, contact should be made with national sector skills councils and provision arranged accordingly.
- 2.9 The CBI's position on training and education within SMEs is as follows:

“The Government must recognise that motivation to train comes from wner-managers recognising its business benefits. Informal learning methods can be more relevant, effective and cost-efficient and so should not be ignored. SMEs need help with diagnosing training needs, information about training that is on offer and the quality of that training (i.e. a Michelin Guide rather than a Yellow Pages), and

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effective support through business networks. High quality, tailored and affordable training must also become the norm for all providers.”¹

2.10 In their report, “Lifting the Barriers to Growth in UK Small Businesses”, The Federation of Small Businesses highlights skills shortages among both current and potential staff. Between one quarter and one third of South East businesses reported training needs among current staff on:

- Advanced IT skills
- Managerial skills
- Sales and marketing skill
- Communication skills
- Technical skills
- Literacy skills

2.11 When recruiting new staff, the FSB reports: “The proportion of businesses reporting skill shortages when trying to recruit new staff is even higher. South East England businesses report their greatest difficulties are in accessing staff with literacy skills (46%), technical skills (44%), communication skills (42%) and numeracy skills (42%).”

2.12 Many skills deficits would, therefore, appear to be in the platform of “portable skills” described by Leitch that staff should bring with them to any job.

2.13 The FSB reports that most SMEs do undertake training, however it is usually informal and on-the-job in nature. This highlights a tension between the desire among both employers and learners for study to result in a recognised qualification while being able to offer training in a flexible and informal style.

2.14 The need for flexibility, coupled with the preference amongst employers for training to take place in the workplace (21%)² points towards the importance of APEL (Accreditation of Prior Experiential Learning) and Workbased Learning.

2.15 Other key issues identified by the FSB as important to the growth in training and education among SMEs are:

- Funding (62%)
- Wage Compensation (41%)
- Better advice and guidance (25%)
- Tailored Training (21%)

1

http://www.cbi.org.uk/ndbs/cbi_bss.nsf/8dee44d616d5b99280256c5b004f042a/80256c8300576d6880256cad004c7635?OpenDocument

² Federation of Small Businesses Member Survey 2006

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- 2.16 A clear message from the FSB is that financial support through either funding or wage compensation will be a major factor in encouraging better training take-up among SMEs.

3. Individual Need (Inclusion Agenda)

Lifelong Learning

- 3.1 This section will give reference to skills requirements of individuals from 'cradle to grave'. It will detail objectives that will enable no person to be left behind in efforts to ensure that all of Medway residents are able to fulfil their potential. The subsequent 'timeline' should give each individual clear routes of learning progression regardless of age, and stakeholders have existing 'grass-roots' programs and linkages to ensure access (see Section 5.4)

- 3.2 The learning and skills challenge is a critical issue for deprived local communities in Medway. While Medway's economic performance and skills deficit is well documented, there are certain wards and neighbourhoods where particular problems exist. The skills level of the local population is at the heart of this issue in wards such as, Chatham Central, Gillingham North and Twydall have very low skills levels in national terms. For example, 46% of all people of working age in Twydall do not have qualification.

- 3.3 Current national policy and research documents unanimously point towards the value of educational achievement in terms of greater social inclusion, a driver for economic development and health benefits across the community. There is also a strong body of evidence to suggest that the UK in general is lagging behind international competitors across the spectrum of skills.

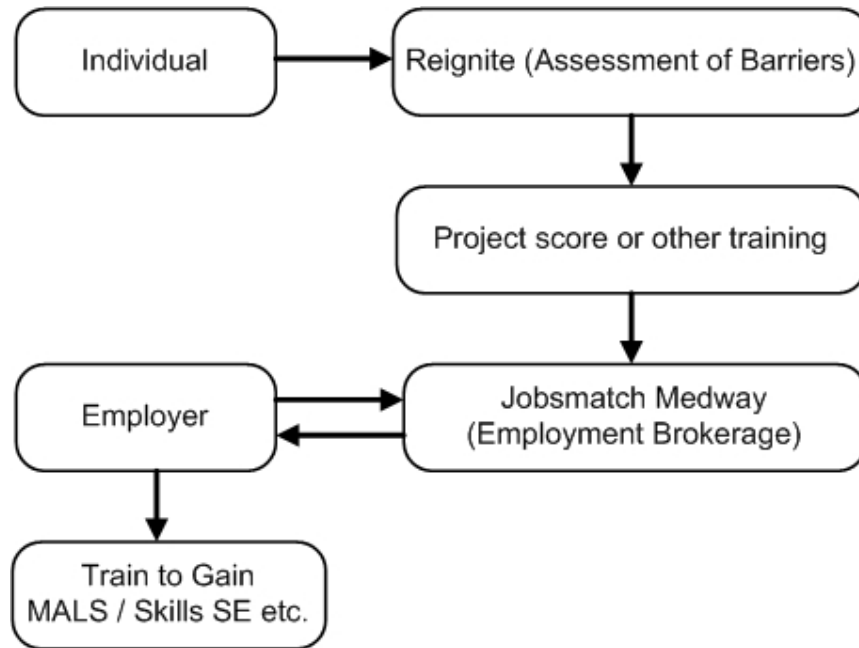
- 3.4 The learning and skills challenge is a critical issue for deprived local communities in Medway. While Medway's economic performance and skills deficit is well documented, there are certain wards and neighbourhoods where particular problems exist. The skills level of the local population is at the heart of this issue in wards such as, Chatham Central, Gillingham North and Twydall have very low skills levels in national terms. For example, 46% of all people of working age in Twydall do not have qualification.

- 3.5 It is therefore imperative that priority actions arising from the Medway Skills Plan provide an opportunity for unskilled people to tap into a method of skills progression, leading to greater levels of personal prosperity and self-sufficiency.

- 3.6 The 2001 Census recorded nearly 10,000 economically inactive residents in Medway that would 'like to get a job'. A coherent multi-agency approach to increasing skills levels in disadvantaged

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communities is critical a action in assisting those economically inactive. Medway has an established programme of community projects specifically aimed at bringing NEETs back into training and employment. SCORE, REIGNITE and JOBSMATCH have SEEDA funding until March 2008. There is a question mark over if these projects, currently delivering training and placement for nearly 1,000 clients, will be able to continue.



4. Training and Education Providers

4.1 School provision in Medway at 14-19 comprises 19 secondary schools (16 of which are 11-18, two are 11-17 and one is 11-16) and three special schools with secondary provision. There are two Pupil Referral Units with Key Stage 4 pupils, The Will Adams Centre, located in Gillingham and the Assessment and Tuition Service located in Walderslade. Of the 19 mainstream secondary schools, six are selective, 10 are non-selective and 3 are wide ability. Nine of the 19 schools are single sex (4 boys, 5 girls) and 10 are co-educational.

4.2 14-19 and Schools agenda

4.21 The Medway Children and Young People's Plan 2006-09 identifies 'Improving the employability of our young people' as one of 6 key priorities. This takes forward the Government's *Every Child Matters* agenda, and includes Medway Local Education Authority's 14-19 Strategy.

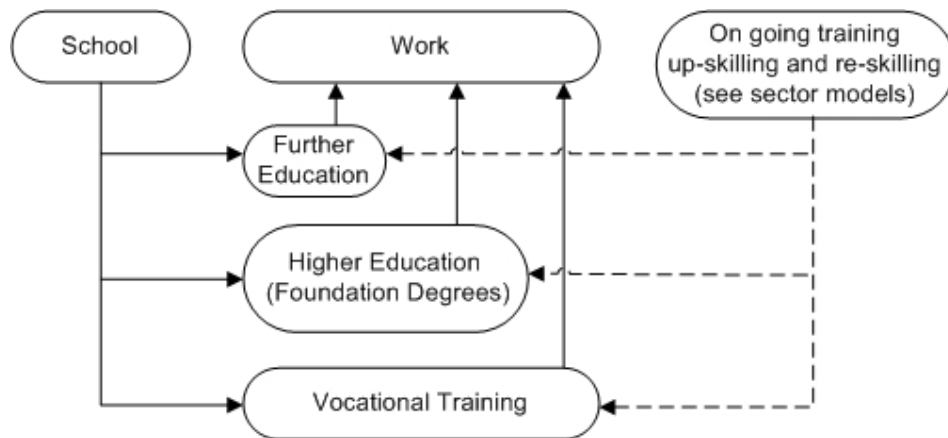
4.22 A key priority of Children's Services in Medway is to reduce the percentage of Young People 'Not in Employment, Education or

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Training' (NEET) through early intervention to re-engage disaffected pupils and support for young people who are, or are at risk of becoming NEET. The development of employability skills for these young people is essential to this aim.

4.23 Working in close collaboration with schools, Mid Kent College and work based learning providers, Medway Council, the Learning and Skills Council (Kent and Medway) and Connexions have identified a number of strategic priorities, which have captured within three guiding principles of the 14-19 Strategy to which all partners are firmly committed:

- **Participation** – increasing the proportion of 14-19 year-olds engaged in education or training
- **Performance** – improving the standards achieved by 14-19 year-olds in Medway
- **Progression** – ensuring that each young person moves on to the employment, training or higher education that is most appropriate for them at the end of the 14-19 phase (thereby contributing to Government and Local Authority targets)



4.24 The aims of the 14-19 Strategy are to ensure that all young people in Medway:

- Are ambitious, well-motivated and effective learners
- Participate in programmes that meet their needs and aspirations for the 14-19 age range, and beyond
- Gain the skills, knowledge and attitudes required for lifelong learning and to prepare them for future employment

4.25 The further aims of the 14-19 Strategy are that all providers of education and training in Medway:

- Work together to provide effective and flexible learning pathways and improve the three principles above by impartial information, advice and guidance.

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- Aspire to excellence and pursue self-improvement relentlessly
 - Provide support for disadvantaged students who need it
 - Understand and fulfil their part in economic and social regeneration
- 4.26 The 14-19 Strategy is being delivered by a range of providers and direction is provided by the 14-19 Strategic Forum comprising a wide range of key stakeholders.
- 4.3 FE and HE Sectors
- 4.31 There are now 4 Higher Education Institutions in Medway:
- Canterbury Christchurch University College (Chatham)
 - University College for the Creative Arts (Rochester)
 - University of Greenwich at Medway
 - University of Kent at Medway
- 4.32 It is clear that there is a growing need to provide HE level education in a more flexible and responsive fashion. Key to this is the ability of Universities to adapt quickly and appropriately to the needs of local business. As noted by Leitch, “[HE] provision should be based on new types of programme offering specific, job-related skills such as Foundation degrees.”³ A particular barrier to offering this provision is the ability and willingness of Universities to develop and ratify programmes of education along the timescales required by business. HEIs need to respond within months, not years, to the changing needs of the current business environment.
- 4.33 The Centre for Work and Learning (CWAL), is a Universities at Medway initiative that includes HEFCE Pathfinder funding to support the development of HE Level work-based learning for the Thames Gateway area.
- 4.34 Working in collaboration with all the major learning providers in the Thames Gateway, the scope of CWAL activities includes:
- Development of Flexible QA models and accreditation services
 - Increasing study opportunities for those in paid and unpaid employment
 - Enhance links with employers, professional bodies and employer-related organisations
 - Work in partnership with academic and related staff to enhance Universities’ strategic plans
 - Enhanced Information, Advice and Guidance Services
 - Establishing a regional Centre of Excellence in APEL and Work-based Learning

³ Leitch Review p77

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- 4.35 CWAL is currently undertaking work in developing the provision of training to address many of the needs identified by research such as that carried out by Leitch and the Federation of Small Businesses. CWAL is currently engaged in the development of two programmes of learning: BA/BSC Learning Through Work and a Graduate Diploma in Enterprise Development. The aim of these programmes is to offer training and education on key business skills such as Leadership, Teamworking, Project Management and Communication.
- 4.36 This project is innovative for a number of reasons, but at its heart is the aim of providing tailored provision drawn directly from research into employer requirements in a flexible and responsive fashion.
- 4.37 Since HEIs award/accredit their own qualifications, “to influence content, employers and their SSCs have to develop direct relationships with universities.”⁴ The recently established Kent and Medway Lifelong Learning Network headquartered at Greenwich University in Chatham, coupled with AimHigher are working to foster strong and collaborative partnerships with local employers to further focus the efforts both at HE and FE level. Kent and Medway Lifelong Learning Network has goals to:
- Develop a Credit Framework across all Kent HEIs
 - Implement a Progression Framework to facilitate movement of students from Vocational Training into Higher Education
 - Establish a single-point-of-contact for impartial Information on education opportunities
 - Create flexible, modular and work-orientated Lifelong Learning Awards offered collaboratively by multiple institutions
- 4.38 Mid-Kent College of Higher and Further Education (MKC) is a large general FE college with two sites in Medway at City Way and Horsted⁵. It also operates in the nearby town of Maidstone. The curriculum offer at Maidstone and Medway is similar and Medway residents do not need to travel extensively to Maidstone to study other than for Motor Vehicle Engineering. The Electrical Installation Department, which operates at City Way and Maidstone, has achieved “Centre of Vocational Excellence” (COVE) status. The college has seen an overall increase in 16-18 learner numbers since 2000/01.

Further Education Colleges (FECs) continue to develop their offering, notably Foundation Degrees in partnership with the University of Kent. For example, Mid Kent College currently offers Foundation Degrees in the following:

- Business and Management
- Civil Engineering
- Construction

⁴ Leitch Review p80

⁵ MKC is relocating to the Lower Lines in Gillingham. The new campus will open in September 2009.

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- Digital and Microelectronic Engineering
- Information Technology
- Tourism Management

4.39 There are some barriers to improving the flexibility of the offering that are more acutely felt within FE, particularly the structure of funding from the Learning and Skills council. Full-time students attract 10 times the funding of a part-time student.

4.4 Other providers

4.41 Four locally contracted work based learning providers have sites in Medway, in addition to the work based learning offer made by Mid-Kent College. They account for about half of trainees resident in Medway. Nationally contracted and Kent work-based learning providers account for the balance.

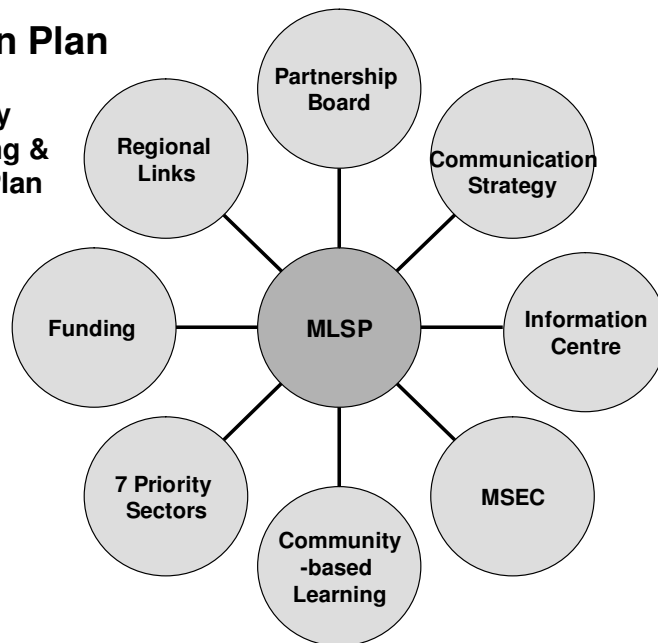
4.42 Medway Adult Learning Service (MALS) recruits some 16-19 year olds, mainly for ESOL and basic skills provision.

Draft Action Plan & Implementation Strategy

MLSP Action Plan 2007 – a co-ordinated concept for action on the development of learning and skills in Medway

Action Plan

Medway
Learning &
Skills Plan
2007



Medway Learning and Skills Plan – Appendix 6

| Draft Action Plan & Implementation Strategy | | | |
|--|--|--|--|
| Part 1: Strategic Directions for Delivery of MLSP | | | |
| ACTIONS | Outcomes | Progress | Description |
| 1. Establish MLSP Partnership (Employment & Skills) Board – Representatives from Employers, Training Providers, Funding Agencies & Business Support Organisations | <ul style="list-style-type: none"> - Agree membership & hold first meeting - Agree MLSP and Implementation Strategy - Agree programme of meetings for MLSP Board - Agree role in monitoring and evaluation | <ul style="list-style-type: none"> - By December 2007 - By March 2008 - By December 2007 - By March 2008 | <p>The MLSP Board will guide the delivery of the Plan by keeping alive the concept of the Plan as living document and fulcrum for change and debate; maintaining the emphasis in the Plan on an organic comprehensive, innovative and coherent framework for learning and skills development and by ensuring that the critical issues for Medway are addressed</p> <ul style="list-style-type: none"> •Skills deficits •Skills shortages among employers •Multiplicity of engagement and delivery •Low level of progression opportunities |
| 2. Communications & Awareness strategy | <ul style="list-style-type: none"> -Setting up of an MLSP Partnership Board - Brand development and logo for Medway Learning and Skills Partnership - Image/ brand strategy - Development of an MLSP Information Centre – web-based - Establishment of Stakeholder Networks for the 7 Priority Sectors - Establishment of 7 recognisable highly visible 'hubs' responding to the specific characteristics of each of the Priority Sectors - Walk-in Centres at universities, colleges, private sector providers Job-Centre Plus, SME one stop shops | <ul style="list-style-type: none"> - Active by December 2007 - Ready by January 2008 - Ready by January 2008 - Active by July 2008 - Completed for all sectors by December 2007 - On-going – different rates for different sectors - On-going | <p>The Communications and Awareness Strategy co-ordinates and takes the Plan forward through a multi-layered approach to access to information targeting three audiences - employers, learners and training providers - across the range of skills and training development provision at all levels.</p> |

Medway Learning and Skills Plan – Appendix 6

| Draft Action Plan & Implementation Strategy | | | |
|--|--|--|---|
| Part 1: Strategic Directions for Delivery of MLSP | | | |
| ACTIONS | Outcomes | Progress | Description |
| 3. MLSP Information Centre | <ul style="list-style-type: none"> - Access funding sources and agree delivery arrangements for the development of a common web-portal providing a coordinated information service to - Provide an on-line communications conduit for existing training provision updated by partners on a quarterly basis through a service level agreement - Provide access for employers to bespoke workforce development opportunities - Provide access to information on priority sector development hubs – programmes, job opportunities, career progression routes - Provide access to information on social and economic inclusion programmes - Provide access to information on IAG - Provide an electronic newsletter (linked to web-portal), and regular (possible) newspaper supplement - Provide access to information on the Medway Skills for Employment College (MSEC) | <ul style="list-style-type: none"> - By December 2008 - By July 2008 - By September 2008 - By July 2008 - By July 2008 - By October 2008 - By December 2008 - By December 2008 | <p>The MLSP Information Centre is designed as a virtual information centre (reinforced by walk-in centres provided by training providers – colleges, universities and private sector trainers). Its purpose is to co-ordinate information on available skills training and development opportunities for two target audiences – businesses and learners. In addition it will enable training providers to check that they are not duplicating provision.</p> <p>Although the primary purpose of the virtual centre is to provide access to provision rather than funding for skills and training per se, the second stage development phase of the web-based information centre would be the provision of information on access to funding for both learners and businesses including tax incentives and grant schemes.</p> |

Medway Learning and Skills Plan – Appendix 6

| Draft Action Plan & Implementation Strategy | | | |
|---|---|----------|--|
| Part 1: Strategic Directions for Delivery of MLSP | | | |
| ACTIONS | Outcomes | Progress | Description |
| 4. Medway Skills for Employment College – virtual, multi-mode delivery across Medway | <ul style="list-style-type: none"> - Develop Skills for Employment programmes that meet the needs of Medway learners and Medway businesses in conjunction with training providers including <ul style="list-style-type: none"> Work ready programmes Management and leadership Team building and communications Enterprise skills and development - Develop and promote flexible learning frameworks including e-learning especially eBusiness skills for SMEs & ICT skills - Development and promote non standard progression routes including AP(E)L (with CWAL) - Establish accreditation procedures for short courses (with LNN) - Provide links to employment brokerage services and IAG for those seeking a change of career path | | <p>The virtual MSEC will complement the MLSP Information Centre with a development function It will work with existing training providers, HEIs and Colleges and networks – CWAL, LLN - to address generic skills issues across all sectors at different levels of entry into employment; on-going progression and skills transfer linked to a change in career path and re-skilling/ and or changing skills demands.</p> <p>The MESC is consistent with the Medway 14-19 learner entitlement and supports the aims, objectives and delivery of Medway's 14-19 Strategy alongside 14-19 Diploma, lifelong learning and community-based initiatives.</p> |

Medway Learning and Skills Plan – Appendix 6

| Draft Action Plan & Implementation Strategy Part 1: Strategic Directions for Delivery of MLSP | | | |
|--|---|---|---|
| ACTIONS | Outcomes | Progress | Description |
| 5. Community-based Learning | <ul style="list-style-type: none"> - Review and evaluate current social and economic inclusion programmes to determine the effectiveness of each in the Medway context – currently SCORE/ REIGNITE/ Jobsmatch/ Prime Advantage - Provide Skills & Employment Gateways - access to employment and training influencing the development and ensure the continuation of public sector funding post April 2008 - Provide brokerage services – IAG and ensure the continuation of public sector funding post April 2008 - Provide a range of vocationally based initiatives to re-motivate young people aged 14-16 and encourage progression at 16+ to education, employment or training. | <ul style="list-style-type: none"> - By December 2007 - On-going - On- going | <p>The development of a framework of community-based initiatives that enable those not in employment, education or training (NEET) to access the relevant support, and begin progression into training and/or employment</p> <p>Medway social and economic inclusion initiatives have direct links to Medway Skills for Employment College (MSEC) and feed into the development of the 7 Priority Sectors</p> <p>Vocationally based initiatives to re-motivate young people aged 14-16 and encourage progression are constantly being developed as part of the Key Stage 4 Engagement Programme – a key NEETs prevention initiative.</p> |

Medway Learning and Skills Plan – Appendix 6

| Part 2: Priority Sector Learning and Skills Development for Economic Growth & Economic Inclusion in Medway | | | |
|--|--|--|--|
| ACTIONS | Outcomes | Progress | Description |
| <p>6. Priority Sectors - each with its own information/ training/ employer liaison/ R&D hub (virtual or physical)</p> | <ul style="list-style-type: none"> - Over a 3 year period foster the growth of skills and training development hubs for each of the 7 Priority Sectors - Explore the potential and costs associated with expansion of Medway College of Social Care model to cover Health, and using a parallel model to develop Retail, Leisure and Tourism -- Explore the potential of developing One Stop SME Innovation & Training Centres - Manufacturing & Engineering (Business Partnership & multi-site) and Cultural & Creative Industries (UCCA) - Evaluate and continue to develop existing initiatives such as North Kent Construction Skills (NoKCS) Project in Medway with an established employer network and work force development as a central focus - Explore links between public/ private sector training providers and businesses to develop stakeholders networks for each of the 7 Priority Sectors | <ul style="list-style-type: none"> - 7 hubs established by 2010 - By November 2007 - By November 2007 - By November 2007 - By November 2007 | <p>The focus on priority sector development matches sector-related skills and training development with Medway's predicted areas of economic growth. The model for each of the information, training and R&D hubs -virtual or physical - will increase the visibility and status of each sector and up-skill the workforce at all levels.</p> <p>By building on existing successful models and initiatives and transferring these across sectors (where appropriate) Medway will benefit from 'a learning exchange' environment amongst training providers.</p> <p>Similarly the transferability of models of good practice in employer engagement across sectors will add to the coherence and strength of delivery of the MLSP</p> |
| <p>6a. Medway College of Social Care (virtual) & Development of a Care Sector Training Company</p> | <ul style="list-style-type: none"> - Review, evaluate and develop existing model of Medway College of Social Care - Expand the Medway College of Social Care to cover Health through a new development initiative – the <i>Care Sector Training Company</i> - Support access the establishment of a <i>Care Sector Training Company (Consortium)</i> designed to enable collaboration and joint working led by a significant training provider whose own 'branding' could elevate the status of health & social care and 'add-value' to the training and other development opportunities provided for the health & social care workforce. | <ul style="list-style-type: none"> - On-going - On-going - Set up agreed by December 2007 | <p>This sector will build upon Medway College of social Care framework established in MC Community Services, linking to hospital, local business and training facilities in Medway's HEIs and the Aim Higher healthcare strand.</p> <p>The sector will work with the LDP for Society, Health and Development.</p> |

Medway Learning and Skills Plan – Appendix 6

| Part 2: Priority Sector Learning and Skills Development for Economic Growth & Economic Inclusion in Medway | | | |
|--|---|---|--|
| ACTIONS | Outcomes | Progress | Description |
| 6b. Medway SME Manufacturing and Engineering Centre (physical) | - Explore options of developing the Medway Manufacturing and Engineering Centre (physical) with both private and public sector funding. Either at one location - a single satellite to the Medway Innovation Centre; or a dispersed model based at a maximum of 3 locations each with a different specialist focus including one on Medway City Estate | | Activity to develop this sector has been affected by changes at BLK. Medway HEIs/ FEIs are very keen to engage local businesses in this sector, and MC. BLK and TGKP are in the process of pulling together a stakeholder meeting to agree a way forward. Links to incubation programmes and student retention. |
| 6c. Construction Partnership Project – North Kent Construction Skills | <p>Continue to develop construction skills in Medway through the sub-regional GKA construction partnership initiative - the North Kent Construction Skills (NoKCS) Project - with its established employer network and work force development as a central focus</p> <p>NOKCS to bring together training providers, manufacturers and employers to devise curricula that reflect the need to instruct trainees in modern methods.</p> <p>NOKCS to liaise with Jobsmatch Medway and Skills Gateway – Focus to Work to profile an individual's skills and draw up a training journey that would result in being able to work.</p> <p>Training agreements for construction projects. Medway to participate in negotiating the specific profile of the agreement with the main contractor(s) and the supply chain; broker the agreements with relevant training providers and other appropriate stakeholders including MEBP and Jobsmatch Medway.</p> | <p>- On-going</p> <p>- On-going</p> <p>- On-going</p> <p>- Set up in progress</p> | <p>Construction is identified as a key sector in the Medway Regeneration Framework. It is the most advanced sector in terms of resources committed, relationship with industry, and public sector influence. It is for this reason that the LA accords high priority to the development of the Diploma in Construction and the Built Environment with a view to a 2009 start in Medway.</p> |

Medway Learning and Skills Plan – Appendix 6

| Part 2: Priority Sector Learning and Skills Development for Economic Growth & Economic Inclusion in Medway | | | |
|--|--|--|-------------|
| ACTIONS | Outcomes | Progress | Description |
| 6d. Creative & Cultural Industries SME Vocational Centre (physical) | <p>Promote CCI Sector partnership skills development initiatives by fostering linkages with UCCA, the Medway Creative Business Initiative (MCBI), Medway Enterprise Gateway (MEG), and the Vocation Diploma line development group.</p> <p>Explore ways of supporting the transfer of skills between CCIs and other economic sectors.</p> <p>Establish opportunities to link CCI skills agenda with self-employment options for NEETs.</p> <p>Support the development of a CCI SME/ Vocational Centre</p> <p>Support work in schools in partnership with Creative Partnerships.</p> | <p>- On-going</p> <p>- Start in 2008</p> | |
| 6e. Retail/Leisure & Tourism College (virtual) | <p>- Look at the potential (and associated funding requirements) for setting up a Retail/ Leisure and Tourism College (virtual) following the concept of the Medway College of Social Care</p> <p>- Foster employer engagement through the Medway Tourism Alliance (group of local tourism businesses)</p> <p>- Explore opportunities to relaunch the successful Ambassador schemes in retail, leisure and tourism.</p> <p>- Examine the potential of Interreg funding to support development training and skills development in preparation for the Olympics 2012</p> <p>- support the establishment of a CoVE in retail and leisure (SSC to approve qualification)</p> | <p>- By December 2007</p> <p>- On-going</p> <p>- During 2008</p> <p>- During 2008</p> <p>- During 2008</p> | |

Medway Learning and Skills Plan – Appendix 6

| Part 2: Priority Sector Learning and Skills Development for Economic Growth & Economic Inclusion in Medway | | | |
|--|--|---|--|
| ACTIONS | Outcomes | Progress | Description |
| 6f. Finance & Business Services Training Network | <p>Create a stakeholder network for the FBS sector – including private sector businesses and training providers alongside public sector trainers and the Institute of Financial Services</p> <p>Identify and promote progression opportunities for those in the FBS sector to enter management and/or professional roles.</p> <p>Examine and support the development of IAG provision and careers advice for the FBS sector.</p> <p>Explore the role of MC in bringing together private/ public sector training providers to develop a core programme of training for Call Centre staff and other sector-specific short-course provision.</p> <p>Develop and encourage business and enterprise learning in schools.</p> | <p>- During 2007-2008</p> <p>- During 2008</p> <p>- During 2008</p> <p>- By December 2007</p> | <p>Partner access to this sector isn't well developed yet.</p> |
| 6g. Public Administration & Education | | | |

Medway Learning and Skills Plan – Appendix 6

| Part 3: Funding and Regional Links | | | |
|---|---|-----------------|--|
| ACTIONS | Outcomes | Progress | Description |
| 7. Funding support for MLSP | <p>Public/ private sector support for</p> <ul style="list-style-type: none"> - MLSP Project Team –Manager (overall responsibility for the development and delivery of the MLSP negotiating support – funding agencies, employers, training providers, learners & regional links); Administrator (responsibility for the running of the Partnership Board, local agency & local employer links), MLSP Information Centre Officer (including responsibility for promotional activities & web design & delivery), Medway Skills for Employment College (MSEC) learning officer (responsibility for establishing access, accreditation & core programmes for flexible delivery - virtual and on-site) - MLS Brand development - MLS Web-site - MSEC development & flexible delivery of 'core skills' programme (virtual & on-site) - Work Ready Programmes, Management and leadership, Team building and Communications, Enterprise skills and ICT - Flexible progression routes (Accreditation of short course provision & AP(E)L) - Community-based learning schemes – currently – SCORE, REIGNITE, Prime Advantage - Employment Gateways - Employment brokerage and IAG | | Engagement with LSC will be key as principal funder of training activity. Link to 'Train to Gain' project will be key for sector skills work |

Medway Learning and Skills Plan – Appendix 6

| Part 3: Funding and Regional Links | | | |
|------------------------------------|--|----------|-------------|
| ACTIONS | Outcomes | Progress | Description |
| | <ul style="list-style-type: none"> - Medway College of Social Care (virtual) & Development of a <i>Care Sector Training Company</i> - Medway SME Manufacturing and Engineering Centre (physical) – capital & revenue - Construction Partnership Project – North Kent Construction Skills (Medway) - CCI SME Vocational Centre - Retail/Leisure & Tourism College (virtual) - Finance & Business Services Training Network - 14-19 Diploma development - Developing business and enterprise education in schools - Key Stage 4 Engagement Programme - Medway Technology and Innovation Centre | | |

Medway Learning and Skills Plan – Appendix 6

| Part 3: Funding and Regional Links | | | |
|------------------------------------|---|----------|---|
| ACTIONS | Outcomes | Progress | Description |
| Regional Links | <p>- Maintain and develop active regional links to maximise the development potential and impact of the MLSP both within Medway and the wider region of Kent and the North Kent Sub-region - TGK.</p> <p>- Also, as the MLSP within Medway rolls out, ensure there is an avoidance of duplication.</p> <p>Close links will be maintained with the following</p> <ul style="list-style-type: none"> - LSC - TGK - Skills for Business Network - SSCs - SSSA - SEEDA - Universities at Medway - KCC | | <p>The success of the MLSP can only be achieved and measured not only in the context of the regeneration of Medway but also the TGK and Kent as a whole.</p> <p>The forthcoming LAA 2008 will encourage multi-area agreements and the MLSP is prepared with this in mind.</p> |

Medway Learning & Skills Plan (Draft) – Appendix 6a

Construction Sector

| Construction – Medway Learning & Skills Plan Sector Template (DRAFT) | | | |
|---|---|---|--|
| Theme | Background | Progress | Future needs/comments |
| Economic Development | Construction is identified as a key sector in the Medway Regeneration Framework. With over £1bn of investment in construction forecast to take place by 2016, it is anticipated that there will be a requirement for an extra 500 skilled workers per year over this period. | <ul style="list-style-type: none"> NoKCS proactive in providing skills programmes linking schools and employers to training providers offering both vocational as well as technical and professional programmes. <p>Key partners: Amicus Horizon, Kent Works Kent Architecture Centre, Schools. MEBP, MHS Homes, Skillsgateway, Mid Kent College, Denne Construction, North West Kent College, 14-19 co-ordinators, Medway Renaissance partnership</p> | <ul style="list-style-type: none"> Based on National Skills Academy model, NoKCS to broker training agreements between contractors and training providers thus maximising skills development in Medway. Stakeholder group identified to maximise schools involvement. Utilise existing steering group but have specific medway focus. |
| Businesses | Over 50% of businesses cite skills shortages. These shortages are across the board, with the most shortages in 'white collar' operations. Employers are concerned about the quality of trainees provided through the colleges. | <ul style="list-style-type: none"> NoKCS launches 'House of Pledges' at Construction Expo 07. NoKCS produces 'Working together – building futures' employer engagement film. First <i>Construction Expo</i> in Kent hosted by NoKCS features 'meet the buyer' including public sector procurement, skills development, recruitment and sustainable construction. <p>Key partners: BLK, Construction Skills, Construction Excellence, FE colleges, private training providers, Developers, contractors, employers related to the industry supply chain, voluntary training sector,</p> | <ul style="list-style-type: none"> High turnout for <i>Expo 07</i> evidence of need for annual event bringing together developers, employers, suppliers, training providers, etc. to network, update information about local developments, techniques and best practice. Showcase for exemplary practice. Need to ensure that entire supply chain engages in skills development. Training process for SMEs to be as friendly as possible with clear and costed benefits. Employers often cannot provide sufficient site experience to fulfil the demands of an apprenticeship – need to develop Shared Apprenticeships. |
| Individuals | Construction presents a huge and potentially lucrative employment opportunity. Census figures state that 10,000 economically inactive people in Medway 'would like to get a job', which is certainly possible in the construction sector for appropriately skilled individuals. | <ul style="list-style-type: none"> NoKCS produces <i>Skills Matching</i> journey incorporating skills profiling, basic skills assessment, CSCS training and testing, taster course and signposting to mainstream NVQ programmes and OSAT. | <ul style="list-style-type: none"> Jobsmatch continues to refer potential employees through the NoKCS <i>Skills Matching</i> process thus up-skilling, qualifying and jobs matching simultaneously. Skills Matching candidates captured onto the training and recruitment meganexus |

Medway Learning & Skills Plan (Draft) – Appendix 6a
Construction Sector

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| | Existing workforce both ageing and largely unqualified – barely 50% not qualified to NVQ level 2 or above. | Key Partners: Skillsgateway, Island partnership, Jobsmatch, Skillsgain. Job Centre +, | <p>employer engagement CRM package.</p> <ul style="list-style-type: none"> • <i>Annual Expo</i> would feature a learning zone specifically for schoolchildren to acquaint themselves with the industry. • Encourage take-up of A1 awards to existing NVQ candidates. |
| Learning Providers | Construction skills are principally provided by the MKC and by MHS Construction Skills Gateway. Each Medway schools consortium will have to provide access to the National Vocational Diploma in Construction from September 2009. | <ul style="list-style-type: none"> • Incorporating existing providers with schools programmes such as <i>Raise the Roof</i> and <i>Gifted and Able</i>. • NoKCS bringing together training providers, manufacturers and employers to devise curricula that reflect the need to instruct trainees in modern methods. <p>Key partners: 14-19 co-ordinator, Developers and Contractors, local school representatives, NoKCS</p> | <ul style="list-style-type: none"> • NoKCS links training providers and major developers to determine demand and supply. • There is a lack of training in modern methods of construction (MMC) and hence a growing gap between what a trainee is taught off-site and the skills he or she needs on-site. Need to integrate more traditional crafts with MMC on new developments. Adding bolt on units to the core qualifications. |
| Thames Gateway Priorities | Current provision | Actions | Future needs/comments |
| Basic skills and lower level qualifications | <p>Courses from level 1-3 (see spreadsheet) including City & Guilds, BTEC, NVQs available at Mid Kent College.</p> <p>MHS Skills Gateway provide BTEC Foundation and Building and Construction Operatives.</p> | <ul style="list-style-type: none"> • <i>Construction work experience project</i> to bring together training provision in the FE colleges (under 19s) with practical work experience and on-site education with 'Programme led apprenticeship' construction companies active in Medway. qualification and upskilling of existing workforce. • Shared Apprenticeships - NoKCS is beginning to facilitate a network of employers who collectively would provide the full range of necessary experience between them (the <i>Carillion Model</i>). <p>Key partners: Mid Kent college, Contractors, 14-19 co-ordinator,</p> | <ul style="list-style-type: none"> • Is current provision delivered in an appropriate way? • To consider a Medway '<i>apprenticeship school</i>' to link with local employers, providers and local training and recruitment initiative. • Develop <i>Carillion model</i> further. • Skills matching is identifying basic skills needs but need for mechanism to realise take-up. |

Medway Learning & Skills Plan (Draft) – Appendix 6a
Construction Sector

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| Intermediate and higher level qualifications | MKC provides HNC, ICA, FCA and ACA courses. Foundation degrees and bachelor degrees in construction and civil engineering from UKC and UoG. | <ul style="list-style-type: none"> Potential to market courses to businesses/individuals working in other sectors (i.e. design courses for construction). NoKCS has negotiated placements for existing students on new developments. | <ul style="list-style-type: none"> NoKCS to promote higher level qualification placements through training agreements captured onto meganexus database. |
| Recruitment, labour market information, advice and brokerage | Meganexus database (June 2007) will improve information, and the recruitment process (linked to Jobsmatch). MHS Skills Gateway, with its close links to the industry is beginning to receive referrals from Jobsmatch/SCORE/REIGNITE (community initiatives). | <ul style="list-style-type: none"> Labour market information gained (through development negotiations) to be fed into the Meganexus CMS. NoKCS to liaise with Jobsmatch Medway and Skills Gateway – Focus to Work to profile an individual's skills and draw up a training journey that would result in being able to work. | <ul style="list-style-type: none"> Annual Expo supported by biannual newsletter, <i>Working together, Building futures</i>, which would feature case studies, celebrate leading employers and champion good practice. |
| Demographics and older workers | <i>Links to Prime Advantage?</i> | | As business sizes are very small, barriers to work for older workers aren't necessarily an issue. |
| Progression pathways and collaboration | Need to develop a clear plan along the following lines: - LEA – feeding pupils with appropriate skills attitudes to industry - FE (MHS) – training young people on a part time basis (giving them technical skills to go with the practical skills they learn on the job) - Progression – employees return into learning as they progress - Community projects – feed in unemployed/economically inactive into process as appropriate | | Strengthen links between school provision, vocational learning and flexible courses at HEI/FEIs |
| Partnership and development | Medway Economic Development Unit in partnership with other interested parties established the North Kent Construction Skills (NoKCS) project to coordinate activity to improve the skills levels of local people in (or wanting employment in) the | <ul style="list-style-type: none"> Every development above a certain size (whether publicly or privately owned) to have a training agreement attached to it. NoKCS to negotiate the specific profile of the agreement with the main contractor(s) and the supply chain including local | Continue to support NoKCS in expanding the number and range of training agreements as development takes place in Medway/Thames Gateway. |

Medway Learning & Skills Plan (Draft) – Appendix 6a
Construction Sector

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| | <p>construction sector locally, to build an effective network for the industry and to promote construction as an attractive career path.</p> | <p>employment opportunities.</p> <ul style="list-style-type: none"> • NoKCS would then broker the agreements with relevant training providers and other appropriate stakeholders including MEBP and Jobsmatch Medway. • NoKCS to track progress and delivery of the agreements utilising the Meganexus system. | |
| <p>ICT</p> | | <ul style="list-style-type: none"> • ICT opportunities lie in all proposed leaning centres on all mayor sties. This could include electronic whiteboards to link to PCs and a web cam system that will enable virtual site tours for schools and colleges. | <p><i>ICT to play a greater role in construction project delivery?</i></p> <p><i>WEB cam would open up site visits for many school children where health and safety is an issue or where geography and logistics get in the way! This would open up all sorts of new and exciting learning opportunities.</i></p> |

Medway Learning & Skills Plan (Draft) – Appendix 6b

| Cultural and Creatives Industries (CCIs) – Medway Learning & Skills Plan Sector Template (DRAFT) | | | |
|---|---|---|---|
| Theme | Background | Progress | Future needs/comments |
| Economic Development | CCIs are an identified priority sector in Medway. CCIs are a national and international growth industry (growing at twice the rate of the whole economy). Medway is also a large urban conurbation with potential for critical mass of creative and leisure activity (potential is increased by relatively low rents in SE terms). CCIs are forecast to be increasingly important for the UK economy. | MC has undertaken 2 surveys of Medway CCIs. There are 3 CCI support programmes underway (Medway Creative Business Initiative, Medway Enterprise Gateway and Medway Arts Service). MCBI has established a fashion workshop with support from MC, SEEDA and European project funding. | Tremendous potential in supporting transfer of skills between CCIs and other economic sectors. |
| Businesses | There are an estimated 800 CCI businesses in Medway, with identified small clusters in visual and applied art, music and fashion sub-sectors. MCBI and MEG provide network hubs, and MCBI runs a successful networking evening. | <i>MCBI, MEG and MC Arts service all run CPD programmes. MCBI and MEG also offer business training, support and advice to businesses. ACE SE are also seeking to support CPD in CCIs.</i> | |
| Individuals | Almost all Medway CCIs are single practitioners, which makes the approach to skills development in the sector unique as the skills support to businesses and individuals will be almost identical. | | <i>Opportunity to link CCI skills agenda with self-employment options for NEETs.</i> |
| Learning Providers | UCCA, MKC and MALS. Creative Arts and Media courses being taught in schools and subject of Specialist Vocational Diploma line bid (announcement at end of March) | | |
| Thames Gateway Priorities | Current provision | Actions | Future needs/comments |
| Basic skills and lower level qualifications | UCCA, MKC and MALS. Creative Arts and Media courses being taught in schools and subject of Specialist Vocational Diploma line bid (announcement at end of March). | <i>Creative Medway CIC is coordinating continual professional development for Medway Creative practitioners.</i> | Further develop cross-sector links between cultural organisations, business and education Market-test provision and modes of delivery in entrepreneurial and business skills for the cultural sector Offer innovative and flexible curricula to target groups Offer additional bridging course/CPD provision at both undergraduate and post graduate levels Develop and evaluate the effectiveness of |

Medway Learning & Skills Plan (Draft) – Appendix 6b

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| | | | bridging courses, cross-curriculum and inter-institutional provision |
| Intermediate and higher level qualifications | UCCA, UKM and MKC provide a growing range of courses. | <i>LLN's Medway Creative Business Project</i> will focus on progression into post-graduate study for target groups | |
| Recruitment, labour market information, advice and brokerage | Potential link to London opportunities. MCBi and MEG can provide advice and brokerage. | | |
| Demographics and older workers | The age profile of this sector is relatively young, although the barriers to entry to the sector (which is generally populated by single practitioners) are low. | | <i>As business sizes are very small, barriers to work for older workers aren't necessarily an issue.</i> |
| Progression pathways and collaboration | The Kent and Medway Lifelong Learning Network's Medway Creative Business Project | This project seeks to inject "Creativity into Business" and "Business Skills into Creative Enterprises" through the development and piloting of new and innovative learning opportunities and progression routes for learners on vocational pathways and adult and work-based learners in Medway | |
| Partnership and development | There is strong collaboration between the learning institutions and local stakeholders in this sector. | | |

Medway Learning & Skills Plan (Draft) – Appendix 6c

Finance & Business Services Sector

| Action Theme 1 | Action Background | Action Future needs/comments | Costs |
|--|--|---|-------|
| <p>Economic development</p> <p>Employment in this sector is forecast to grow by 6% in the SE region by 2014 and it represents a significant sector within the economic landscape of Medway.</p> <p>It is anticipated that the regeneration programme will make Medway more attractive to inward investment projects in the FBS sector. Employment land study will highlight the need to create more prestigious and suitable office accommodation. Over £4bn of private sector investment in construction will create a market for business (legal, property, accountancy, HR, consultancy) services.</p> | <p>The learning and skills plan once completed will need to be managed across all sectors.</p> <p>The formation of a stakeholder group drawn from education providers, employers, professional bodies and other representative groups is vital to successful engagement with businesses in this sector.</p> <p>Co-ordinate with other regions in N Kent & establish leadership role for Medway, working across all sectors in the Kent Thames Gateway</p> <p>Key Partners GKA, SEEDA, CLG, Locate in Kent, LDA, ODA, Employers, Kent and Medway Lifelong Learning Network, FECs and HEIs, Chamber of Commerce, Federation of Small Business, Institute of Financial Services</p> | <p>1. FBS Learning and Skills Manager/Co-ordinator to oversee implementation of Medway Learning and Skills Plan and to liaise with key partners at local and regional level.</p> <p>Salary ~ £38,000?</p> | |
| <p>Businesses</p> <p>The nature of businesses in this sector is broad and includes large, multi-nationals through to small independents. This diversity of businesses and activities is not served by a single point of contact or conduit for information, advice and guidance on economic and skills development.</p> <p>Training needs of large employers are far better understood and addressed than those of smaller organisations.</p> <p>Skills associated with this sector such as customer service, management and leadership, finance and accounting, personnel practice, administration are skills that are required across many other sectors of industry.</p> | <p>An employer engagement strategy for this sector to be developed, ensuring engagement and participation from key partners and other parts of Medway Council.</p> <p>Business engagement should be sensitive and light of touch, maximising the opportunity for feedback and participation while minimising the burden of time spent at meetings and reporting.</p> <p>Develop existing provision in a "joined up" fashion, ensuring that existing skills and support brokerage services establish clear links with the sector.</p> <p>Key Partners Prime Advantage, T2G Brokerage, BLK, MEBP, NSAM, MAS, Chamber of Commerce, Employ North Kent, HEIs, FECs, Kent and Medway Lifelong Learning Network,</p> | <p>2. Develop and support brokerage systems See Theme 1. Co-ordination of existing database Link to all areas of learning and skills plan £3000?</p> <p>3. Support for employers forum, operational management, stakeholders work to common agenda of learning and skills plan £3500?</p> | |
| Action Theme 3 | Action Background | Action Future needs/comments | Costs |

Medway Learning & Skills Plan (Draft) – Appendix 6c

Finance & Business Services Sector

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| <p>Learning providers Learning providers are keen to engage with businesses and government policy/funding is a key driver for publicly funded education providers to respond to the needs of business.</p> <p>Funding mechanisms militate against meeting the requirements of businesses to deliver short, flexible, often tailored courses, CPD, work-based learning in ways that address skills needs.</p> | <p>Develop provision within HE and FE to respond more rapidly to the needs of business. Promote support at an organisational level within institutions and businesses for collaborative working.</p> <p>Facilitate the delivery of in-house training that dovetails with existing provision or can</p> <p>Accredit new provision quickly and responsively. This is more challenging at levels 1-3 as national awarding bodies are slower to respond. Research options via the Open College Network (OCN).</p> <p>Establish programme of events to raise awareness among tutors and Careers/Advice and Guidance Practitioners on business liaison routes and protocols for Medway.</p> <p>Key Partners KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, QIA, MALS, Employers, CWAL, OCN, Kent and Medway Lifelong Learning Network</p> | <p>All Providers buy into the Medway learning and skills plan working for a common goal</p> <p><u>4. Develop new courses to promote innovation</u></p> <p><u>Establish Medway employment skills forum and engage with providers to establish fast-track responses to employer needs.</u></p> <p><u>Sector Learning/Business Liaison Officer ~£28,000</u></p> <p><u>Awareness programme</u> <u>£5000</u></p> |
|---|--|---|

Medway Learning & Skills Plan (Draft) – Appendix 6c

Finance & Business Services Sector

| Action Theme 4 | Action Background | Action Future needs/comments | Costs |
|---|-------------------|---|---|
| <p>Individuals Employability and generic skills are a key issue for this sector as employers are more willing to provide in-house and on the job training for sector-specific knowledge.</p> <p>Generic skills would include:</p> <ul style="list-style-type: none"> • IT • Customer Service – face to face, telephone etc • Basic Administrative and organisational skills • Team working • Leadership and Management • Basic Finance and Accounting for business <p>Information, advice and guidance for individuals is also scant in the area and very little in the way of free advice for individuals exists.</p> | | <p>Deliver full level 2 generic skills instead of specific work related training (across all areas of the learning & skills plan). Flexible FE/HE provision, offering what the learner wants, when they want it</p> <p>Raise the profile of companies locally and the opportunities available within industry for individuals.</p> <p>Develop unique innovation programme to enable individuals. Promote Women into engineering. CWAL has identified a potential partner for Women in Leadership programme.</p> <p>Establish information, advice and guidance service in collaboration with KMLLN</p> <p>Key Partners CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, QIA, MALS, Employers, Voluntary and community sector, VICM.</p> | <p>Scope existing provision and establish programme of delivery of subsidised courses on generic business/employability skills programme across all sectors.</p> <p>£?</p> <p>Information Advice and Guidance service in collaboration with KMLLN</p> <p>£?</p> |
| Action Theme 5 | Action Background | Action Future needs/comments | Costs |
| <p>SMEs SMEs are a large employer in this sector and engagement with them is very problematic due to the time commitments necessary for little perceived return.</p> <p>Indications are that SMEs require short, highly flexible, inexpensive training modules. SMEs are not attracted to recognised qualifications in general, however their staff are.</p> <p>SMEs above all others struggle to stay up to date on changing legislation, innovations and technical developments due to non-existent training budgets.</p> <p>Return on investment for SMEs must be very clear and readily accessible.</p> | | <p>Employer engagement; There is a major need for a joined up one point contact approach to engaging SME's Database to provide information on employers and their training needs. Focal point for SME's to engage with through employers Forum.</p> <p>Develop new courses to promote innovation.</p> <p>Key Partners T2G Broker, BLK, MEBP, NSAM, MAS, Chamber of Commerce, Employ North Kent, Federation of Small Businesses</p> | <p>See Theme 2</p> |
| Action Theme 6 | Action Background | Action Future needs/comments | Costs |

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Finance & Business Services Sector

| <p>APEL Adding value to short courses/mapping to qualifications.</p> <p>CWAL and KMLLN have initiated work on APEL and this should be incorporated into activities arising from the skills plan.</p> | <p>Establish how APEL can be used against differing types of award eg FE and HE and establish links with KMLLN, SWAL and learning providers to create uniform APEL provision.</p> <p>Costs of APEL to be established.</p> <p>Lack of clarity on how APEL articulates with LSC funded awards such as BTEC ND.</p> <p>Key Partners CWAL, KAFEC, KATO, OCN, Association of Learning Providers, FE/HE, WBLP, QIA, MALS, Employers, Voluntary and community sector, VICM.</p> | <p>Map APEL provision in collaboration with KMLLN and CWAL. £2,000</p> <p>Establish pilot project co-funded by employer to bring APEL into the workplace for both FE and HE level programmes. ~£10,000</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|-------------------------|----------------|-------------------------|------------|------------------|-----|-----|-------------------------|--------------|-----|-----|-------------------------|--------------|-----|-----|-------------------------|------------------|-----|-----|------------------|--------------|-----|-----|------------------|--------------|-----|-----|------------|--------------|-----|----|-------------|--------------|-----|----|---|--|
| Action Theme 7 | Action Background | Action Future needs/comments | Costs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Apprenticeships The following apprenticeships are available in this sector at present:</p> <table border="1" data-bbox="69 686 877 998"> <thead> <tr> <th>Work Area</th> <th>Provider</th> <th>Apprenticeship</th> <th>Advanced Apprenticeship</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td>Mid Kent College</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Business Administration</td> <td>IPS Intl Ltd</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Business Administration</td> <td>JHP Training</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Business Administration</td> <td>Mid Kent College</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Customer Service</td> <td>IPS Intl Ltd</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Customer Service</td> <td>JHP Training</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Management</td> <td>JHP Training</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Procurement</td> <td>JHP Training</td> <td>Yes</td> <td>No</td> </tr> </tbody> </table> <p>14-19 Diploma The Business, Administration and Finance Diploma will be available nationally from September 2009.</p> <p>The IT Diploma will be available from Sept 2008.</p> <p>Work is ongoing to ensure that progression pathways for students taking the 14-19 diploma are in place.</p> | | Work Area | Provider | Apprenticeship | Advanced Apprenticeship | Accounting | Mid Kent College | Yes | Yes | Business Administration | IPS Intl Ltd | Yes | Yes | Business Administration | JHP Training | Yes | Yes | Business Administration | Mid Kent College | Yes | Yes | Customer Service | IPS Intl Ltd | Yes | Yes | Customer Service | JHP Training | Yes | Yes | Management | JHP Training | Yes | No | Procurement | JHP Training | Yes | No | <p>Apprenticeships lag behind other awards in this sector in terms of popularity, take up and awareness.</p> <p>A strategy regarding Apprenticeships should be developed by the stakeholder group.</p> <p>Awareness raising among employers and engagement with schools to provide placements for students undertaking 14-19 Diplomas.</p> <p>Key Partners Employers, LSC, Schools and FE/HE providers</p> | <p>Retail and Business Academy – feasibility study into establishing a Retail and Business Academy in Medway to respond to the volume of employment and businesses within these sectors, coupled with the clear links between Retail, Management and Retail Banking that already exist.</p> |
| Work Area | Provider | Apprenticeship | Advanced Apprenticeship | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accounting | Mid Kent College | Yes | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Business Administration | IPS Intl Ltd | Yes | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Business Administration | JHP Training | Yes | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Business Administration | Mid Kent College | Yes | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Customer Service | IPS Intl Ltd | Yes | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Customer Service | JHP Training | Yes | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Management | JHP Training | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Procurement | JHP Training | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Action Theme 8 | Action Background | Action Future needs/comments | Costs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Medway Learning & Skills Plan (Draft) – Appendix 6c
 Finance & Business Services Sector

| | | |
|---|---|---|
| <p>Level 2 Possession of generic skills such as communication and team working would be the distinguishing factor for employees.</p> <p>Gain Level 2 qualification and basic skills in the workplace.</p> <p>Train To Gain Training to Gain is to be expanded to include Level 3 qualifications and will represent a key source of funding and interface with businesses.</p> | <p>Re-focus of ESF projects to deliver level 2 generic skills instead of specific work related training.</p> <p>Engage with Train to Gain to ensure targeting resources at key sectors with the right qualifications</p> <p>Key Partners CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, CoVEs, QIA, MALS, Employers, Voluntary and community sector, VICM, LLN, BLK, SSC.</p> | <p>Providing generic level 2 skills See Theme 4</p> |
|---|---|---|

Medway Learning & Skills Plan (Draft) – Appendix 6c

Finance & Business Services Sector

| Action Theme 9 | Action Background | Action Future needs/comments | Costs |
|--|-------------------|--|---|
| <p>Progression</p> <p>Expectations of progression to HE are low as are aspirations for lower-grade staff.</p> <p>Kent and Medway LLN has been established with a very clear remit to examine issues surrounding vocational progression into and through HE.</p> <p>Provision at Universities @ Medway continues to grow year on year, however many still don't see Higher Education as an obvious destination for them.</p> <p>Work to encourage those in the lower-grade jobs within this sector to consider studying towards the higher grade roles would be of value e.g. Legal Secretary to Legal Executive.</p> <p>Vocational progression is patchy across the board and poor within this sector since lower-level qualifications within the field are not readily recognised as foundations for higher-level courses.</p> <p>Progression from 14-19 diplomas into Apprenticeship See Theme 7</p> | | <p>Investigate setting up Medway based Training pool to develop skills needs training at level 3 and above (SEEDA). Promote Leadership and management training within sectors (level 3).</p> <p>Progression through CWAL and KMLLN (level 4 and above)</p> <p>Demand led funding by providing the courses that employers/individuals require (see theme 3).</p> <p>Improve ability of public sector providers to respond to employer needs by establishing links with smaller, private sector organisations to act as delivery mechanism.</p> <p>Challenge Universities to improve their response times for the development, accreditation and validation of short courses and programmes for business. Ensure that programmes and stand-alone modules articulate with full awards such as HND or Foundation Degrees.</p> <p>Co-develop and deliver programmes such as Foundation Degrees with employers to address higher level skills needs.</p> <p>Aspiration-raising work among employees to promote the benefits of increasing skills and gaining qualifications.</p> <p>Key Partners SEEDA, T2G, CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, CoVEs, QIA, MALS, Employers, Voluntary and community sector, VICM, LLN, BLK, SSC.</p> | <p>Establish overview of progression pathways for employees in this sector, highlighting discontinuities and dead-ends.</p> <p>£10,000?</p> <p>Establish progression framework in collaboration with KMLLN to ensure that short and modular programmes articulate with full awards.</p> <p>Aspiration-raising programmes for Medway employees £?</p> <p>See Theme 8 See Theme 3 See Theme 10</p> |

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Finance & Business Services Sector

| Action Theme 10 | Action Background | Action Future needs/comments | Costs |
|-----------------|---|--|---|
| | <p>Skills</p> <p>Employers are more ready to fund sector-specific education for professionals and senior managers than for lower-grade staff.</p> <p>Putting employers' needs for skills at centre stage; the supply of training, skills and qualifications should be managed through a coordinated learning and skills sector (including SSC) so that it responds directly to those needs.</p> <p>This sector is poorly covered by Sector Skills Councils and thus engagement with appropriate professional bodies is absolutely vital to establish current and future skills needs and to publicise provision.</p> | <p>Making providers more responsive to employers' and learners' needs; and Fostering better joint working by bringing providers and employers together under a managed learning and skills plan.</p> <p>Work with CWAL for progression to level 4 and above, particularly management skills/qualifications.</p> <p>Offer provision that suits learners needs and is flexible.</p> <p>This cannot be done in isolation; we have to work in partnership with those who are educating our young people and the older learner, with Medway council taking a proactive approach through MMSC/MIC.</p> <p>Key Partners CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, CoVEs, QIA, MALS, Employers, Voluntary and community sector, VICM, LLN, BLK, SSC, EEF.</p> | <p>See Theme 3 See Theme 5. See Theme 9. See Theme 12.</p> |

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Finance & Business Services Sector

| Action Theme 10 | Action Background | Action Future needs/comments | Costs |
|-----------------|---|---|---|
| | <p>Information Advice and Guidance Learners and businesses require access to clear information, advice and guidance via single point of contact. Individual institutions are usually only willing to give advice and information on their own provision. Next Steps Kent and Medway, Kent Guidance Consortium and others are able to offer limited guidance services. Information provided online is plentiful but the quality is questionable.</p> <p>Adult Learner Accounts are currently being trialled by the Learning and Skills Council in the South East and the East Midlands. As part of this programme free information, advice and guidance is available to learners before and after undertaking training. http://www.lsc.gov.uk/regions/SouthEast/ala/</p> <p>Next Steps Kent and Medway provide a range of services online, such as a course finder: http://www.careerchangepoint.org.uk/Learning_Centre/Course_Finder/Course_Finder.html</p> | <p>Establish online portal for information on the following areas:</p> <ul style="list-style-type: none"> • Education and Training Brokerage (c.f. KMLLN activities) • Progression Routes for Individuals (c.f. KMLLN activities) • Jobs linked to skills • Business Support Activities from Medway Council • Financial and economic support for businesses and individuals • Information for practitioners <p>Key Partners KMLLN, Kent Guidance Consortium, Next Steps Kent and Medway, Connexions, LSC</p> | <p>Online portal Development costs ~£5-10,000 Maintenance ~£2-5,000 annually</p> |

Medway Learning & Skills Plan (Draft) – Appendix 6d

| Health & Social Care (HSC) – Medway Learning & Skills Plan Sector Template (DRAFT) | | | |
|---|--|---|---|
| Theme | Background | Progress | Future needs/comments |
| Economic Development | <p>This is a growth sector on a global level, with expenditure forecast to grow exponentially as a result of the ageing population. Medway also has the presence of all key elements to establish a very robust health industrial sector group (hospital, training facilities, large care sector, health instrumentation manufacturers and a pharmaceutical faculty). Medway is seeking to establish itself as the 'place of choice for health and social care careers, training and research. Funding for workforce development in the sector is currently provided to the Council by the DH in the form of the National Training Strategy and Human Resources Strategy Development grants. The grants are deployed by the Council to develop its own workforce and that of the independent sector.</p> | <p>Funding is in place through the DH grants to support the MWDP Development and Delivery Plan for 2007/8.</p> | <p>It is almost certain that the current DH grants format will change significantly for 2008/9 onwards. There is also a strong possibility that whatever revised funding configuration applies, the level of funding available will be reduced. In order, therefore, to sustain and increase the level of training commissioned and provided through the Medway College of Social Care (MCSC), alternative funding sources will need to be identified and commercial opportunities established by offering some programmes outside the health and social care sector at an economic rate.</p> |
| Businesses | <p>The Council organises the Medway Workforce Development Partnership (MWDP) as vehicle for ensuring that the social care workforce (and, in particular, the <i>independent</i> social care workforce) is trained to meet national minimum standards and beyond, by utilising the DH grants. There are around 150 private and voluntary social care providers in Medway. 115 of these organisations are members of the Partnership. All social care client groups are represented, including children. Through the MWDP and, in collaboration with KCHT (a large independent care provider), the Council has established the 'Medway College of Social Care' (MCSC) to deliver the sector's training requirements.</p> | <p>Working in consultation with carers, employers and people who use services, Skills for Care (SfC) aims to modernise adult social care in England, by ensuring qualifications and standards continually adapt to meet the changing needs of people who use care services. The Council plays a significant role in SfC in Kent and Medway. Along with KCC, HEIs, FE, independent care sector employer associations and public agencies, the Council influences SfC national and regional policy and strategy. The Council participates in the establishment of the annual implementation plan and the management and delivery of the plan.</p> | <p>As above, future funding/income is a critical issue for sustainability</p> |

Medway Learning & Skills Plan (Draft) – Appendix 6d

| <p>Individuals</p> | <p>The ageing population has implications both for the health care workforce and future service demands. The growth in chronic diseases and long term illness will require an increasingly integrated health and social care workforce composed of individuals with a wider range of skills aimed at providing enabling care to support independent living. Through the MWDP, the independent sector workforce is surveyed on an annual basis. The results indicate the size and composition of the social care workforce in Medway, ie, including the statutory sector, some 4,500 people are employed in social care. The composition of the workforce ranges from care assistants through to registered managers, social work and related professionals.</p> | <p>Progress on the upskilling of the independent sector social care workforce through the activities of the MWDP and MCSC is demonstrated by the increase in the proportion of the workforce qualified to NVQ Level 2 in line with the national minimum requirements:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Qualified</u></th> <th style="text-align: center;"><u>In Progress</u></th> </tr> </thead> <tbody> <tr> <td>2004:</td> <td style="text-align: center;">13%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>2005:</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>2006:</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">35%</td> </tr> </tbody> </table> <p>The above information is taken from the annual workforce mapping survey.</p> <p>Support for levels 3 and 4 is also in place.</p> | | <u>Qualified</u> | <u>In Progress</u> | 2004: | 13% | 40% | 2005: | 31% | 40% | 2006: | 48% | 35% | <p>There is increasing acknowledgement that a locally grown workforce aids recruitment and retention.</p> <p>The Council recruits social workers from within its existing workforce where possible. Each year some 4 to 6 employees are selected for the Social Work Degree with the OU to become qualified as social workers. Qualified social workers are also supported through the Post Qualification Framework to enhance their skills further and enable them to progress to higher pay levels.</p> <p>A Health and Social Care Development programme has recently been established to provide pathways for experienced care staff to expand their skills through a variety of placements combined with studying for the Foundation degree in Health and Social Care at CCCU. This provides a bridge for people to move to positions of greater responsibility and/or further study for professional qualifications</p> |
|---------------------------|---|--|--|------------------|--------------------|-------|-----|-----|-------|-----|-----|-------|-----|-----|---|
| | <u>Qualified</u> | <u>In Progress</u> | | | | | | | | | | | | | |
| 2004: | 13% | 40% | | | | | | | | | | | | | |
| 2005: | 31% | 40% | | | | | | | | | | | | | |
| 2006: | 48% | 35% | | | | | | | | | | | | | |
| <p>Learning Providers</p> | <p>The MCSC commissions and delivers arrange of statutory courses on behalf of the independent social care along with an Entry to Social Care programme for 'A level' students in association with Mid-Kent College. KCHT deliver a significant number of the short statutory courses on behalf of the MCSC. Other accredited training providers are engaged as required. NVQs in social care are currently delivered on behalf of the MCSC by Mid-Kent College.</p> <p>Degree level qualifications for social workers are sourced through the Open University and for social care staff through the Foundation Degree in Health and Social Care offered by CCCU.</p> | <p>Medway Council is developing formal partnerships with the HEIs who have a presence in Medway. A Memorandum of Understanding has been signed with the University of Greenwich at Medway and similar arrangements are being developed with CCCU and UKM.</p> <p>The concept of a 'Care Sector Training Company' was initiated by the Council a few years ago with the aim of providing an integrated approach to commissioning and delivery of training and development across social services and the NHS Trusts in partnership with the HEIs, FE and other training providers. Though the Council was keen to</p> | <p>There is a plan to integrate the Council's internal social care training delivery through the MCSC. The Primary Care Trust is also potentially interested in accessing some of the programmes. Delivery of some programmes by MACLS will also be investigated.</p> <p>More recently, discussions with the Health Trusts have indicated that there may now be a further opportunity to resurrect the issue of a joint approach to training across the health and social care sector.</p> | | | | | | | | | | | | |

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| | | <p>progress the concept into reality the Health partners, whilst supporting the philosophy, were not able to commit to moving forward.</p> <p>As a result the Council decided to establish the Medway College of Social Care in partnership with KCHT as a first practical step.</p> | |
| Thames Gateway Priorities | Current provision | Actions | Future needs/comments |
| Basic skills and lower level qualifications | <p>Basic skills training delivered by MCSC, MKC and MALS.</p> <p>NVQs delivered by MCSC/MKC</p> | <p>Entry to Social Care Scheme aimed principally at school leavers but could be applied to returners and career changers,</p> | <p>Uncertainty about future funding as indicated above.</p> |
| Intermediate and higher level qualifications | <p>Higher level and professional qualifications delivered by OU, UoG, CCCU and UKM. Social work Post-Qualification Framework delivered by HEIs. CCCU deliver Foundation Degree in Health and Social Care which forms part of a development programme aimed at experienced care staff who have the capacity to expand their skills.</p> <p>NVQs delivered through MCSC/MKC</p> | <p>Revised Post-Qualification framework is nearing completion as a result of joint working by Skills for Care, Statutory Authorities, HEIs and the independent sector.</p> <p>Representation, on behalf of the MWDP, on the Local Development Partnership for the implementation of the new 14-19 Diplomas in Society, Health and Development</p> | <p>Access to higher level qualification programmes to the independent sector is the next development.</p> <p>Potential for work placements and practice learning opportunities in the independent sector</p> |
| Recruitment, labour market information, advice and brokerage | <p>The Council has created the www.medwaycare.org.uk website which provides social care news, training and careers information and a vacancy advertising service for social care providers. Providers are able to input and amend their own vacancies. MCSC course information is included and there is an on-line course booking facility.</p> <p>Quality recruitment literature and display material has also been developed for the partnership.</p> <p>The MWDP represents the independent social care sector at significant careers event and recruitment fairs.</p> | <p>A partnership with Jobsmatch is being developed so that job vacancies can be featured on both websites. Access to MWDP employers is being facilitated for Jobsmatch to explore work placement opportunities for potential Train to Gain participants.</p> <p>The Council participates in the Open Road and Aim Higher programmes along with the NHS Trusts and local schools. The objective is to support for schools offering health and social care studies by offering work placement opportunities and staging</p> | <p>The South East Care Advisory Service (SECAS) project funded by SfC will offer brokerage support to SME's to identify training needs, establish organisation and individual development plans and advise on training delivery.</p> |

Medway Learning & Skills Plan (Draft) – Appendix 6d

| | | <p>careers events and conferences.</p> <p>The Council is also a member of the Care Ambassadors scheme in partnership with Skills for Care. Through this scheme suitable care employees, with good communication and motivational skills, are selected and trained to present a positive image of the sector at careers event, conferences, school visits etc.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|--|---|----------|----------|---|----------|----|----------|----|----------|----|----------|----|-----|---|----------------------|----------|-------|----|----------------|----|-------|---|-------|---|---|---|
| <p>Demographics and older workers</p> | <p>The annual mapping survey of the independent social care workforce indicates the following age profile:</p> <table border="0"> <thead> <tr> <th><u>Age Range</u></th> <th><u>%</u></th> </tr> </thead> <tbody> <tr> <td>16 to 20</td> <td>4</td> </tr> <tr> <td>21 to 30</td> <td>21</td> </tr> <tr> <td>31 to 40</td> <td>23</td> </tr> <tr> <td>41 to 50</td> <td>28</td> </tr> <tr> <td>51 to 60</td> <td>18</td> </tr> <tr> <td>61+</td> <td>8</td> </tr> </tbody> </table> <p>This represents a reasonable age spread in the workforce, though the gender balance is heavily skewed with 90% females and 10% males. The ethnic balance reveals that the sector has a higher representation of ethnic minorities than the general Medway population as follows:</p> <table border="0"> <thead> <tr> <th><u>Ethnic Origin</u></th> <th><u>%</u></th> </tr> </thead> <tbody> <tr> <td>White</td> <td>74</td> </tr> <tr> <td>Afro-Caribbean</td> <td>13</td> </tr> <tr> <td>Asian</td> <td>7</td> </tr> <tr> <td>Other</td> <td>6</td> </tr> </tbody> </table> | <u>Age Range</u> | <u>%</u> | 16 to 20 | 4 | 21 to 30 | 21 | 31 to 40 | 23 | 41 to 50 | 28 | 51 to 60 | 18 | 61+ | 8 | <u>Ethnic Origin</u> | <u>%</u> | White | 74 | Afro-Caribbean | 13 | Asian | 7 | Other | 6 | <p>The Health and Social Care Development Programme offers experienced care staff within the Council (and, consequently, often older workers) the possibility of progression to higher level qualifications and entry into the professions.</p> | <p>There is provision to extend the Health and Social Care Programme into the independent sector in 2007/8.</p> <p>Possibility of future expansion of the Entry to Social Care Scheme to returners and career changers.</p> <p>The National Minimum Data Set – Social Care (NMDS-SC) is an SfC national project aimed at collecting comprehensive information on the social care workforce. Though the completion of this survey is not yet mandatory, statutory and independent social care employers are being strongly urged to comply. It is expected that the data collected through the NMDS-SC will obviate the need for Medway to conduct the local workforce mapping survey form 2008 onwards.</p> |
| <u>Age Range</u> | <u>%</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 to 20 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 to 30 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 to 40 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41 to 50 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 51 to 60 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 61+ | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <u>Ethnic Origin</u> | <u>%</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 74 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Afro-Caribbean | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | |

Medway Learning & Skills Plan (Draft) – Appendix 6d

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| <p>Progression pathways and collaboration</p> | <p>The MCSC provides an entry point into Social Care through the Entry to Social Care Scheme in partnership with Mid-Kent College and progression up to NVQ Level 4/Registered Managers Award.</p> <p>In collaboration with the PCT and CCCU the Health and Social Care Development programme, provides an opportunity for experienced health and social care staff to progress their careers through higher level qualifications.</p> | | <p>Progression routes project with UoG.</p> |
| <p>Partnership and development</p> | <p>The Universities at Medway Campus provides an opportunity to build strong partnerships with employers, Adult and Further Education establishments, Medway could provide some creative and advanced workforce development strategies.</p> <p>The interests of the independent social care sector are best served through the existence of a strong partnership such as the MWDP.</p> <p>The Council engages with the NHS trusts on a number of collaborative projects and programmes, eg Mentoring, End of Life Care, Mental Capacity Act training plan.</p> | <p>The MWDP has grown from around 30 members in 2004 to the present 115 members, ie three-quarters of the private and voluntary social care organisations in Medway. A sub-group of Learning Disability organisations has recently been established.</p> <p>Following the formal establishment of the Memorandum of Understanding (MOU) with UoG, similar arrangements are being progressed with CCCU and UKM.</p> <p>The Council plays a leading role in the SfC Kent and Medway Group.</p> | <p>Arising out of the MOU with UoG, a number of programmes have been identified to address significant issues for the sector. These will involve disciplines and areas of activity which are outside the social care sector but can contribute to the improvement of care and independent living for older people and other client groups:</p> <ul style="list-style-type: none"> • Health, fitness and rehabilitation • Building and construction, including links with rehab and O/T • Telecare and assistive technology • 'Enterprise' training and qualifications for social care professionals and staff • Skills Plan/Progression Routes • Black and Minority Ethnic Summit |
| <p>General Priorities</p> | <p>Current provision</p> | <p>Actions</p> | <p>Future needs/comments</p> |
| <p>ICT</p> | <p>Courses offered through the MCSC eg basic Word, Excel, Internet.</p> | <p>Reviewing E-learning option for NVQs through MCSC</p> | <p>Telecare and Assistive Technology project with UoG</p> |

Medway Learning & Skills Plan (Draft) – Appendix 6e

| Manufacturing & Engineering | | | |
|--|---|--|---|
| Action Theme 1 | Action Background | Action Future needs/comments | Costs |
| | <p>Economic development Promote Medway as a manufacturing and engineering region. Medway M & E businesses need higher productivity through, High Skilled employees, High Performance Workplaces, High Value Added Investment, Support form Medway council to Promoting Best Practice, Encouraging Intelligent Public Procurement, Improving Understanding of Manufacturing and offer a Solid Infrastructure</p> <p><i>There are over 900 manufacturing and engineering businesses in Medway, which are responsible for over £1bn of economic activity each year.</i></p> | <p>The learning and skills plan once completed will need to be managed across all sectors. Medway council need to offer practical sector support to existing businesses and encourage new M & E companies to Medway, promoting high-level skills to increase productivity. Co-ordinate with other regions in N Kent & establish leadership role for Medway, working across all sectors in the Kent Thanes Gateway</p> <p>Key Partners GKA, SEEDA, CLG, Locate in Kent, LDA, ODA, Olympic Skills & Employment Task Force, Employers.</p> | <p>1. Medway learning and skills development manager / coordinator, link all areas of learning and skills plan Salary £38,000+?</p> <p>Medway manufacturing support centre See Theme 12</p> |
| | <p>Businesses The structure and size of businesses in the sector is changing, as are the working conditions. Modern manufacturing is often "high-tech". Which tends to mean fewer people being employed? This is always a problem for manufacturing – better productivity means fewer jobs. SMEs make up the largest number of businesses in this sector, difficult to engage with. Employer engagement; Use of existing brokerages to develop database. Promote employers forum and attain regular attendance by cross section of Medway employers. Look at ways to engage SMEs in employers forum that meet there requirements</p> <p><i>Examples of the sector in Kent; Aerospace, Automotive, Biotech, Chemical industry, Electronics & engineering, Food & beverages, Pharmaceuticals, Plastic & polymers, Steel.</i></p> | <p>There is a major need for a joined up one point contact approach, Inform all agencies of correct method for contacting employers/companies.</p> <p>Brokerage staff/systems in place support and develop. Brokerage will hold database.</p> <p>Promote employers forum</p> <p>Key Partners Prime Advantage, T2G Brokerage, BLK, MEBP, NSAM, MAS, Chamber of Commerce, Employ North Kent.</p> | <p>2. Develop and support brokerage systems See Theme 1. Co-ordination of existing database Link to all areas of learning and skills plan £3000?</p> <p>3. Support for employers forum, operational management, stakeholders work to common agenda of learning and skills plan £3500?</p> |
| Action Theme 3 | Action Background | Action Future needs/comments | Costs |

Medway Learning & Skills Plan (Draft) – Appendix 6e

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| <p>Learning providers The current structure of learning and skills is complex and disconnected, split across a number of organizations and delivered through sub-contractual arrangements. There is confusion over what is available to the individual and the employer. This fails to meet Medway's businesses skills needs (SME's) One size does not fit all Providers are content to offer same old material, not looking at all aspects of manufacturing and form partnerships with industry.</p> <p>Develop provider's forum; create new courses to meet the requirements of industry/manufacturing and the individual.</p> <p>Providers to look at core business and best provision, linked to brokerage system, Medway compact and progression</p> <p>Promote more opportunities in the workplace, gain a Level 2 qualification and basic skills in the workplace;</p> | <p>Work to develop recruitment and training plans for the M & E industry, ensuring the quality and availability of training skills match the needs of a potential growth M & E sector. Ensure that all the organisations work together to deliver the area's priorities, and provide a "single face" to schools and businesses and a co-ordinated approach.</p> <p>Develop new flexible material & delivery; look at all aspects of M & E and form partnerships with industry, suppliers and Medway compact. Establish providers forum</p> <p>Key Partners KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, QIA, MALS, Employers.</p> | <p>All Providers buy into the Medway learning and skills plan working for a common goal</p> <p>4. Develop new courses to promote innovation See Theme 5 Providers 5. Support for providers forum link to employers forum £1500? Develop new courses to help individuals start up innovations small businesses Providers</p> | |
| <p>Action Theme 4</p> | <p>Action Background</p> | <p>Action Future needs/comments</p> | <p>Costs</p> |
| <p>Individuals Generic skills such as communication and team working should be delivered across all areas at level 2 in manufacturing. Clear progression routes with work skills to level 3 (NVQ). At present very few high calibre individuals, particularly women are encouraged to pursue careers, in Engineering, Manufacturing or CBE Engineering Greater access to APEL without the cost and workload to the individual, easier access and more flexible FE/HE courses Promote the role of Learning in the community and learners with difficulties and or disabilities. Develop more opportunities in the workplace, through NVQ, apprenticeships, degrees and management/leadership programmes.</p> | <p>Deliver full level 2 generic skills instead of specific work related training (across all areas of the learning & skills plan). Flexible FE/HE provision, offering what the learner wants, when they want it Specific work related training delivered at level 3 and above. Raise the profile of company's locally and the opportunities available within industry for individuals. Generate an enthusiasm for technology and other professions within industry (good IAG) Develop unique innovation programme to enable individuals. Promote Women into engineering.</p> <p>Key Partners CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, QIA, MALS, Employers, Voluntary and community sector, VICM.</p> | <p>6. Delivery of full level 2 skills to meet employer requirements. Engage all parties through stakeholder meeting to look at manufacturing needs for generic skills.</p> <p>7. Develop Work ready awards with LSC for young people to provide the attitude for work that employers require (particularly NEETS), across all areas. LSC £?</p> <p>8. Raise awareness of M & E employment opportunities in Medway, link to Diploma lines.</p> | |
| <p>Action Theme 5</p> | <p>Action Background</p> | <p>Action Future needs/comments</p> | <p>Costs</p> |
| <p>SMEs Engaging with SMEs, no current up to date information on depth and breadth of the M & E sector in Medway or North Kent.</p> <p>Enable SMEs to overcome barriers to effective innovation. SMEs have better access to increased levels of training for employees</p> | <p>Employer engagement; There is a major need for a joined up one point contact approach to engaging SME's Database to provide information on employers and there training needs. Focal point for SME's to engage with through employers Forum. Develop new courses to promote innovation.</p> <p>Key Partners T2G Broker, BLK, MEBP, NSAM, MAS, Chamber of Commerce, Employ North Kent.</p> | <p>At a later date if required commission up to date survey on employer profile within the Kent Thames Gateway. Jointly funded by all parties? See Theme 2 Employers forum See Theme 2 Courses for innovation See Theme 3 Medway manufacturing support centre See Theme 12</p> | |
| <p>Action Theme 6</p> | <p>Action Background</p> | <p>Action Future needs/comments</p> | <p>Costs</p> |
| <p>APEL Adding value to short courses/mapping to qualifications.</p> | <p>Mapping the following, on-the-job training, coaching, learning-by-doing, and short courses with no qualifications against set qualifications.</p> <p>Key Partners CWAL, KAFEC, KATO, OCN, Association of Learning Providers, FE/HE, WBLP, QIA, MALS, Employers, Voluntary and community sector, VICM.</p> | <p>Support for providers to map short courses</p> <p>9. Mapping exercise link all areas of learning and skills plan</p> | |

DRAFT 7 Medway Learning and Skills Plan 20/09/2007 Actions

Medway Learning & Skills Plan (Draft) – Appendix 6e

| Action Theme 7 | Action Background | Action Future needs/comments | Costs |
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| <p>Apprenticeships Ensuring that the region's young people understand the valuable contribution they have to make as the region develops and are appropriately skilled to maximise their contribution to the economy. At present very few high calibre individuals are encouraged to pursue careers, in Engineering/Manufacturing or Engineering CBE. Promote apprenticeships "any age".</p> <p>14-19 Diploma The diploma for the first time brings engineering into schools as a significant area of study. It should encourage more young people to think of engineering as a career. As schools will need to work with industry the diploma will have a sound industrial basis. This should in turn boost numbers of applicants for engineering courses.</p> | | <p>Generate an enthusiasm for technology and other professions within industry at an informative age. Schools build strong links with employers through 14-19 diplomas, Apprenticeship task force, extending the compact scheme and Medway Plus scheme. Also look into re-development of pre-apprenticeship schemes. Develop and strengthen Apprenticeship Task Force 1.Develop Medway Apprenticeship scheme to level 2, Joint funding LEA & LSC progression to; 2.Community apprentice framework scheme to level 3, funding LSC & employer partnership, All of Medway's young people have access to Level 2 and Level 3 Apprenticeships across the occupational areas of the Learning and Skills plan, focusing on the sectors that are important to Medway. Key Partners MEBP, Connexions, MKC, WBLP, Schools, Children's Trusts, Aim Higher Partnerships, Employers, Sector Skills Councils Youth Justice Board, Lifelong-learning networks, VICM.</p> | <p>14-19 diplomas in engineering/manufacturing and (engineering) CBE. On-going Diploma road show to raise awareness On-going</p> <p><u>10.Medway apprenticeship scheme</u> Cost to setup & promote?</p> <p><u>10.1.Apprentice salary</u> Apps salary i.e. 10 apps = £3200 per month</p> <p><u>10.2.Part Apprentice salary plus additional part funding for level 3 NVQ assessment</u> Apps salary i.e. 10 apps = £3200 per month</p> |
| <p>Action Theme 8</p> <p>Level 2 This target has been identified as inappropriate for the manufacturing and engineering sector. Possession of generic skills such as communication and team working would be the distinguishing factor for employees. Gain Level 2 qualification and basic skills in the workplace. Clear progression routes with work skills to level 3 (NVQ).</p> | | <p>Re-focus of ESF projects to deliver level 2 generic skills instead of specific work related training. Train to Gain, targeting resources at key sectors with the right qualifications, Level 3 for this sector Key Partners CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, CoVEs, QIA, MALS, Employers, Voluntary and community sector, VICM, LLN, BLK, SSC.</p> | <p>Costs Providing generic level 2 skills See Theme 4</p> |
| <p>Action Theme 9</p> <p>Progression Employers proactive in funding level 3 training/skills. Increase this to level 4/5 Professionals, Associate Professionals and Skilled Trades at level 3 and above suffer acute shortages. Raise awareness of BIT, Lean techniques and foundation degrees. Leadership and management skills within Manufacturing and engineering are particularly acute (level 3/4/5). Progression from 14-19 diplomas into Apprenticeship See Theme 7</p> | | <p>Action Future needs/comments Investigate setting up Medway based Training pool to develop skills needs training at level 3 and above (SEEDA). Promote Leadership and management training within sectors (level 3). Progression through CWAL (level 4 and above) Demand led funding by providing the courses that employers/individuals require (see theme 3). Foundation degrees developed to suit employer/individual needs and raise awareness of FD to employers (over HNC route). Identify qualifications demanded by employers through Sector Skills Agreements and work with Sector Skills Councils to priorities their delivery. Improve cooperation between industry & HE Key Partners SEEDA, T2G, CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, CoVEs, QIA, MALS, Employers, Voluntary and community sector, VICM, LLN, BLK, SSC.</p> | <p>Costs 11. £200,000 SEEDA funded project <u>Survey to find out the needs of employers/individuals at level 3, information from previous ESF projects and T2G (management skills at level 3 and above)</u> <u>T2G at level 3 starting point to improve sectors managerial skills</u> Feasibility study £2000?</p> <p>Raise awareness FD See Theme 8 See Theme 3 See Theme 10</p> |
| Action Theme 10 | Action Background | Action Future needs/comments | Costs |

Medway Learning & Skills Plan (Draft) – Appendix 6e

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| <p>Skills Putting employers' needs for skills at centre stage; the supply of training, skills and qualifications should be managed through a coordinated learning and skills sector (including SSC) so that it responds directly to those needs. Leadership and management skills within Manufacturing and engineering are particularly acute (level 3/4/5).</p> <p><i>The sector GVA per worker is, however, around 65% of the regional average, so it is an important objective of strategy to improve productivity in this sector by increasing skills.</i></p> | | <p>Making providers more responsive to employers' and learners' needs; and Fostering better joint working by bringing providers and employers together under a managed learning and skills plan. Work with CWAL for progression to level 4 and above, particularly management skills/qualifications. Offer provision that suits learner's needs and is flexible. This cannot be done in isolation; we have to work in partnership with those who are educating our young people and the older learner, with Medway council taking a proactive approach through MMSC/MIC.</p> <p>Key Partners CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, CoVEs, QIA, MALS, Employers, Voluntary and community sector, VICM, LLN, BLK, SSC, EEF.</p> | <p>See Theme 3 See Theme 5. See Theme 9. See Theme 12.</p> |
| <p>Action Theme 11</p> <p>High value manufacturing Successful companies in manufacturing/engineering are working smarter (through higher productivity/investment in equipment), implementing sustainable manufacturing techniques or adding value/niche status to their products in order to survive in a global market place.</p> | <p>Action Background</p> | <p>Action Future needs/comments</p> <p>Through MIC & MMSC form employer-mentoring groups. Support forum on lean activities, in conjunction with new NVQ in BIT. Providing a strong focus to ensure that Medway invest in the skills needed in key growth and strategic sectors. Identify the Manufacturing/engineering sector from traditional and non-traditional companies employing a skilled workforce; help move them up the value chain.</p> <p>Key Partners IfM, MAS, Dti, CBI, MTA, IET, EEF, UofG, UofK, MKC, SSC. Employers</p> | <p>Costs</p> <p>See Theme 5</p> <p>See Theme 12.</p> |

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| <p>Action Theme 12</p> | <p>Action Background</p> | <p>Action Future needs/comments</p> | <p>Costs</p> |
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Medway Learning & Skills Plan (Draft) – Appendix 6e

| <p>Medway Manufacturing Support The manufacturing and engineering sector, which has been increasingly suffering from a shortage of the kind of modern skills needed to compete globally at world-class level. Many more people trained in engineering and manufacturing skills, leadership and management are needed, industry needs people with the right skills to compete in the global market, Manufacturing is a key area to the wealth of Medway and the Southeast region.</p> <p>A key role of the manufacturing support centre would encourage more young people and adults to consider a career in the industry by offering real opportunities for progression and skills development, linked closely to the vocational learning offered through schools. The Centre would also offer a single point of access and focus for the whole broad manufacturing sector within Medway</p> <p>The vision for the centre could be a warehouse type building on Medway City Estate that would bring together all the existing support mechanisms that are provided outside of Medway as well as marketing the support and guidance that is available from Medway council and linking existing projects to the centre as well as create new and innovative training projects in partnership with local providers.</p> <p>The diploma centre could be linked to the MMSC The centre could also be attached to an existing facility or sited at the Medway campus site</p> | <p>1. Work across several sectors Engineering/Manufacturing and Construction (engineering) to support and promote these sectors by providing,</p> <ul style="list-style-type: none"> • Job shop/ Employ North Kent, IAG, signposting within the sector • IAG, training provider signpost within the sector (MKC, UofG, UofK, IPS, TTS, UCCA and others) • Design advice from UCCA etc and Production advice promoting Lean / BIT etc. from UofG / Delphi / MAS • Hosts 'special interest' forums aimed at supporting business development and growth through access to expertise, facilities and technology transfer. • Direct access to the support and guidance that is available from Medway council and linking existing projects in the region • Contact with other companies' with-in Medway, employers forum • Develop Manufacturing / university collaboration brokerage • Promote Sustainable manufacturing using local case studies (Delphi) • Act as point of contact for employer surveys / engagement. • Business planning, management development, finance, accounting, project management, marketing and innovation together with access to a wide range of specialist assistance through developed networks for SMEs. • Develop training in creativity and innovation skills enabling companies to cope with changes, adapt, grow and prosper. • Conference facilities and training venue for short courses (MKC, UofG, UofK, IPS, TTS, UCCA, BLK, Chamber of Commerce etc) • Proactive in attending employer/manufacturers events to engage with companies <p>Key Partners SEEDA, CLG, CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, CoVEs (UofG, UofK, UofC, MKC, IPS, TTS), QIA, MALs, Employers, Voluntary and community sector, VICM, LLN, BLK, IfM, MAS, Dti, CBI, MTA, IET, SSC, EEF, MEBP, NSAM, Chamber of Commerce.</p> | <p>Building to accommodate MMSC Purchase a building £1m Rent over 5 years £250,000 Attach to Campus site Revenue £150,000 pa?</p> | |
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| Action Theme 12 | Action Background | Action Future needs/comments | Costs |
| | <p>Vocational centres have been set up on a small scale with Medway schools (temple); possible gaps in resources could arise as Diploma qualification released. Build on Medway Council's original plan to establish vocational centres in Medway</p> <p>The diploma brings engineering into schools as a significant area of study. It should encourage more young people to think of engineering as a career.</p> | <p>2. Bridging vocational training and resource gaps for 14-19 Diploma Students in M & E as well as CBE (engineering). Strong links to MMSC & MIC Key Partners SEEDA, CLG, CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, CoVEs (UofG, UofK, UofC, MKC, IPS, TTS), QIA, Employers, Voluntary and community sector, VICM, IfM, MAS, Dti, CBI, MTA, IET, SSC, EEF, MEBP, NSAM.</p> | <p>Building to accommodate MMSC Purchase a building £1m Rent over 5 years £250,000 Attach to school site Revenue £100,000 pa?</p> |

Medway Learning & Skills Plan (Draft) – Appendix 6f

| Retail, leisure (including hospitality) and tourism | | | |
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| Action Theme 1 | Action Background | Action Future needs/comments | Costs |
| Economic development | <p>Retail, leisure (including hospitality) and tourism is a growth sector in the UK.</p> <p>Expansion of Medway's Leisure and Tourism offer is a key part of local strategic plans to establish Medway as a Tourism Destination. Plans for the development of more hotels, tourist attractions, and cultural facilities are a key priority and are anticipated to create around 6,500 new jobs in Medway by 2016.</p> <p>The bid for World Heritage Status has the potential to raise the profile of Medway significantly, and secure funding for the region. Medway is currently promoted as a tourism destination and events like the Dickens festival held twice year, coupled with the larger events held in the Historic Dockyard attract thousand of visitors to Medway. There has also been a rapid growth in the number of retail outlets, however, the calibre of some these outlets is disappointing and unlikely to attract shoppers from beyond the Medway Towns. Training is sporadic and often in- house, with little or no managerial training given.</p> <p>The first foundation Degree in Tourism Management was launched this year and is a partnership between Mid Kent College and the University of Kent in Medway. It is hoped that this HE qualification will pave the way for further development of level 4/5 qualifications for staff currently working in the sector as well as attracting new people.</p> | <p>There is need for a highly skilled work force to support the growth in the sector. Investment, and support from Medway council promoting best practice and encouraging intelligent public procurement, in terms of training, would improve the current ad hock approach to the up skilling of staff.</p> <p>There is a desperate shortage of highly qualified senior staff such as, Hotel and Retail Managers. Higher Educational qualification such as the Tourism Management Degree is needed to ensure the future development of the sectors and to stop our middle managers leaving Medway to work else where.</p> <p>The sector would benefit from an APEL/ Skills mapping Coordinator, who could translate qualifications gained in other European countries.</p> <p><i>The learning and skills plan once completed will need to be managed across all sectors.</i></p> <p><i>Co-ordinate with other regions in N Kent & establish leadership role for Medway, working across all sectors in the Kent Thanet Gateway</i></p> <p>Key Partners MTA, KTA, GKA, SEEDA, CLG, Locate in Kent, LDA, ODA, Olympic Skills & Employment Task Force, Employers.</p> | <p>1. Medway learning and skills development manager / coordinator. link all areas of learning and skills plan</p> <p>Salary £38,000+?</p> |
| Action Theme 2 | Action Background | Action Future needs/comments | Costs |

Medway Learning & Skills Plan (Draft) – Appendix 6f

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| <p>Businesses Tourism, leisure and retail currently makes up around 7% of employment in Medway. The majority of retail companies tend to carry out their own in-house training. Employer engagement does exist, via the network of Town Centre Managers, for the Retail sector. The tourism sector does have the very successful Medway Tourism Association, however both sectors would benefit from use of existing brokerages to develop a common database.</p> <p>Medway Council facilitate the Medway Tourism Alliance (group of local tourism businesses). The Medway Tourism Association partnered with Medway Council and Mid Kent College previously gained ESF funding to run an on Ambassador Scheme, for tourism followed two years later for an Ambassadors Scheme for Retail. Staff undertook a series of short courses designed to benefit the cross section of business as well as staff knowledge and skills.</p> <p>There is a need for a joined up one point contact approach, that would inform all agencies of correct method for contacting employers/companies</p> | <p>Opportunity to re-launch Medway Ambassador Schemes in retail, leisure and tourism. Previous schemes were free and not prescriptive, and used a 'blank page' approach to developing courses. The courses were designed by the sector for the sector, and were very effective with over 450 people benefiting from the programme.</p> <p>The networking opportunities that this pan Medway training programmes offered, plus the central data base designed to manage the programme, was very beneficial. Future development in this area would benefit Medway. Train to Gain funding could be used to support local businesses.</p> <p>This used the TCM and MTA approach to engage employers first, and then tailor training courses to fit their needs.</p> <p>Brokerage staff/systems in place support and develop. Brokerage will hold database. Promote employers forum</p> <p>Key Partners MTA, Prime Advantage, T2G Brokerage, BLK, MEBP, NSAM, MAS, Chamber of Commerce, Employ North Kent.</p> | <p><u>2.Develop and support brokerage systems See Theme 1. Co-ordination of existing database</u> <u>Link to all areas of learning and skills plan</u> £3000?</p> <p><u>3.Support for employers forum, operational management, stakeholders work to common agenda of learning and skills plan</u> £3500?</p> | |
| <p>Action Theme 3</p> | <p>Action Background</p> | <p>Action Future needs/comments</p> | <p>Costs</p> |
| <p>Learning providers There is plethora of training providers, both in Medway and those being recruited into Medway from outside the area in order to provide training. The lack of an up to date data base does make the procurement of training challenging for the customer</p> <p><i>Develop provider's forum; create new courses to meet the requirements of the sector and the individual.</i></p> <p><i>Providers to look at core business and best provision, linked to brokerage system, Medway compact and progression</i></p> <p><i>Promote more opportunities in the workplace, gain a Level 2 qualification and basic skills in the workplace;</i></p> | | <p>The Life Long Learning Network for Kent and Medway are in the process of gathering information on training programmes from across the region. The preparation for new diploma lines has brought about a number of Local Development Partnerships, bringing local schools, Colleges and training providers together in a partnership approach to deliver training, as well as a shared agreement for the use of resources.</p> <p>The demand-led funding concept emerging from Leitch, means that the need for full cost recovery will mean that FELs will need to do far more business development work. Greater use of funding via incentives such as Train to Gain, will benefit the individual as well as SME`s.</p> <p>There are no plans for a Diploma in this sector, so therefore a diploma equivalent will need to be devised.</p> <p>A Medway Academy for Business & Retail would ensure that we increase skill levels, and actively engage 14-16 in sector specific training.</p> <p>Engagement in the delivery of the new Community Apprenticeship programme could help reengage NEETS, and raise awareness of Apprenticeship Programmes. .</p> <p>Key Partners KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, QIA, MALS, Employers.</p> | <p>All Providers buy into the Medway learning and skills plan working for a common goal</p> <p><u>4.Develop new courses to promote the sector</u> Providers £10.000</p> <p><u>5.Support for providers forum</u> <u>link to employers forum</u> £1500? Providers</p> |

Medway Learning & Skills Plan (Draft) – Appendix 6f

| Action Theme 4 | Action Background | Action Future needs/comments | Costs |
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| | <p>Individuals Many of the jobs in RLT will be flexible and low-end, opening up accessible opportunities for those outside the labour market, and for the growing student population. Generic skills such as communication, and team working are delivered by Schools, Further Education Colleges and Training providers, but is not guaranteed once a young person has gained employed. This progression from across all areas at level 2, with clear progression routes to level 3 is essential in order for Medway to meet the national Skills Targets.</p> <p><i>Investigate setting up Medway based Training pool to develop skills needs training at level 3 and above (SEEDA). Promote Leadership and management training within sectors (level 3). Progression through CWAL (level 4 and above) Demand led funding by providing the courses that employers/individuals require (see theme 3).</i></p> | <p>Individualised learning is at the heart of the Leitch report, and this form of personalised, flexible learning is in evidence, in Medway . Apprenticeships work well in Hospitality sector, and with the advent of the new Diploma lines in 2009 more young people will have an opportunity to learn about the industry. Mid Kent College forecast an 65% increase its student numbers in hospitality and catering by, that 2010.</p> <p>The Tourism and Retail sector need further development of opportunities in the workplace, through apprenticeships, degrees and management/leadership programmes. Medway needs to deliver more full level 2 generic skills as well as specific work related training (across all areas of the learning & skills plan). Flexible FE/HE provision, offering what the learner wants, when they want it</p> <p>There is a need to raise the profile of companies locally and the opportunities available within industry for individuals. Additionally, there is a need to generate enthusiasm for technology and other professions within industry (good IAG)</p> <p>Key Partners CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, QIA, MALS, Employers, Voluntary and community sector, VICM.</p> | <p><u>6.Delivery of full level 2 skills to meet employer requirements.</u> Providers £10,000</p> <p><u>7.Develop Work ready awards with LSC for young people to provide the attitude for work that employers require (particularly NEETS), across all areas.</u> LSC £10.000</p> <p>8.</p> |
| Action Theme 9 | Action Background | Action Future needs/comments | Costs |

Medway Learning & Skills Plan (Draft) – Appendix 6f

| <p>Progression With the creation of the Multiversity in Chatham maritime, Medway now has four Universities situated in close proximity. This is a unique position, and something that we need to capitalise on when planning the content of any training programme. Progression into HE is the key to improving skills levels across the sectors. There are a number of partnership projects, that link the FE and HE sector in the delivery of Foundation and as well as full Degree programmes</p> <p>Relationships between schools, colleges, and HEIs being developed through the relevant specialist diploma courses. Employers proactive in funding level 3 training/skills. Increase this to level 4/5 Professionals, Associate Professionals and Skilled Trades as level 3 and above suffer acute shortages.</p> <p>Progression from 14-19 diplomas into Apprenticeship</p> | <p>Increase the number of Foundation and full Degree programmes to include Retail, and Hospitality Work with Life Long Learning Network for Kent and Medway in the development of progression agreements There is real potential to establish a CoVE (the new standard) in retail and leisure (SSC to approve qualification).</p> <p>Future action would be to tie in to needs flagged for the 2012 Olympics. We may need some external funding for this. There would be potential for an Interreg project where businesses time could be used as match funding, this approach worked well in previous ESF funded projects.</p> <p>There is a desperate shortage of highly qualified senior staff such as, Hotel and Retail Managers. Higher Educational qualification such as the Tourism Management Degree is needed to ensure the future development of the sectors and to stop our middle managers leaving Medway to work else where.</p> <p>Key Partners <i>SEEDA, T2G, CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, CoVEs, QIA, MALS, Employers, Voluntary and community sector, VICM, LLN, BLK, SSC.</i></p> | <p><u>11. £200,000 SEEDA funded project</u> <u>Survey to find out the needs of employers/individuals at level 3, information from previous ESF projects and T2G (management skills at level 3 and above)</u> <u>T2G at level 3 starting point to improve sectors managerial skills</u></p> <p>Feasibility study £2000?</p> | |
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| Action Theme 10 | Action Background | Action Future needs/comments | Costs |
| <p>Skills</p> <p>There is good provision in Medway for the delivery of basic Skills qualifications with many organisations offering training .</p> <p>Retention and achievement is, however, an issue as the majority of young peoples do not regard Basic Skills as an attractive part of their core study. Also the growing number of ethnic minority groups attracted to Medway because of the boom in the construction industry, does present a challenge in terms of engagement in the learning process.</p> <p>Insufficient numbers of interpreters also crates a barrier to learning, for those who do not posses good English oral skills.</p> | | <p>There is a need to integrate Key/ Basic skill into the curriculum in order for young people to see the relevance for their subject area. Incentives for completion, with clear pathways for progression, would benefit the large number of people in Medway who currently do not have a level 2 qualification.</p> <p>We need to be ensuring that the region's young people understand the valuable contribution they have to make as the region develops, and are appropriately skilled to maximise their contribution to the economy. Raising the basic Skills rate and meeting regional targets is high priority for Medway. This could be achieved via a Medway wide marketing campaign</p> <p>Key Partners <i>CWAL, KAFEC, KATO, Association of Learning Providers, FE/HE, WBLP, CoVEs, QIA, MALS, Employers, Voluntary and community sector, VICM, LLN, BLK, SSC, EEF.</i></p> | |

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Glossary of Terms

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| BERR (or DBERR) | Department for Business, Enterprise & Regulatory Reform |
| BLK | Business Link Kent |
| BSSP | Business Support Simplification Programme |
| CBI | Confederation of British Industry |
| CLG | Department for Communities and Local Government |
| CoVE | Centre of Vocational Excellence |
| CWAL | Centre for Work and Learning |
| DCSF | Department for Children, Schools and Families |
| DIUS | Department for Innovation, Universities and Skills |
| DTI | Department for Trade and Industry (now Department for Business, Enterprise & Regulatory Reform) |
| ESB | Employment & Skills Board |
| FE | Further Education |
| GKA | Gateway Knowledge Alliance |
| HE | Higher Education |
| IET | Institution of Engineering and Technology |
| IfM | Institute for Manufacturing |
| IPS | IPS International Private Training Provider |
| Jobsmatch | Medway partners project to provide specialist support and brokerage to unemployed people |
| KAFEC | Kent Association of FE Corporations |
| KATO | Kent Association of Training Organisations |
| KBS | Kent Business School (University of Kent) |
| LEA | Local Education Authority |
| Leitch | The Leitch Review of Skills/Leitch Implementation Plan |

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| LLN | Lifelong Learning Network |
| LSC | Learning and Skills Council |
| LSP | Local Strategic Partnership |
| LSPA | Local Skills & Productivity Alliance |
| MALS | Medway Adult Learning Service |
| MAS | Manufacturing Advisory Service |
| MC | Medway Council |
| MEBP | Medway Education Business Partnership |
| MEP | Medway Economic Partnership |
| MKC | Mid Kent College |
| MLP | Medway Learning Partnership |
| MLSP | Medway Learning and Skills Plan |
| MR | Medway Renaissance |
| MTA | Manufacturing Technologies Associations |
| NEET | Not in employment, education or training |
| NSAM | National Skills Academy for Manufacturing |
| QCA | Qualifications and Curriculum Authority |
| REIGNITE | Realising Economic Inclusion by Existing Disadvantaged Communities Through Employment Support Measures – Project focused on Medway’s deprived neighbourhoods |
| SSC | Sector Skills Council |
| SEEDA | South East of England Development Agency |
| TG | Thames Gateway |
| TGKP | Thames Gateway Kent Partnership |
| Train to Gain (T2G) | Government scheme to support training in the workplace |
| TTS | Technical Training Solutions Private Training Provider |

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| UoG | University of Greenwich at Medway |
| UKC | University of Kent Canterbury |
| UKM | University of Kent Medway |
| VICM | Voluntary Infrastructure Consortium Medway |
| WBL | Work-based Learning |