

Humber LEP Skills Network – Tuesday 7th March, 2017

Partner consultation responses relating to the Skills section of the Industrial Strategy Green Paper:

<https://www.gov.uk/government/consultations/building-our-industrial-strategy>

Question 1:

How can we enable and encourage people to retrain and upskill throughout their working lives, particularly in places where industries are changing or declining? Are there particular sectors where this could be appropriate?

Response:

- Cultural change – raise expectations that people continue developing skills whilst in work; emphasise this opportunity to those taking a career break.
- Raise awareness at employers / employees re potential to grow business via technical or other developments.
- It's important for each individual to think about their future career.
- More access to adult funding with individuals and training providers.
- More careers advice within the work place supported by labour marketing intelligence particularly in places where industries are changing and declining.
- Any sectors that are manual based as these are relying on people's resource rather than technology.
- Locally, this is for the caravan companies and the food and manufacturing.
- Use the apprenticeship strategy to keep people going (earn while you learn).
- In the Humber, we're contracted to deliver to the workforce programme.
- This is the model to extend other industries.
- By working manually, it will get people more motivated.
- Opportunity for employer's tax break, in reduction of employees.

Question 2:

What more can we do to improve basic skills? How can we make a success of the new transition year? Should we change the way that those resitting basic qualifications study, to focus more on basic skills excellence?

Response:

- You can improve basic skills by making them relevant to everyday life.
- Making sure you know how the learner prefers to learn/study.
- Taking into account any disabilities when learning.
- Need to know what the learner can and can't do so you know how to help them. Remove GCSE re-sits, replace with appropriate basic skills qualifications – more business/life related.
- Learning how to pass an exam doesn't help children 'learn'.
- Meaningful work experience in appropriate employers.
- Getting foundations right.
- Cultural shift pre 16, school are now forced to be 'exam factories'.
- Raise aspirations and expectations, prior to transition year.
- Reality of being seen as 'a year off'.

Question 3:

Do you agree with the different elements of the vision for the new technical education system set out in the industrial strategy? Are there further lessons from other countries' systems?

Response:

- Broadly – yes, agree but tourism/visitor economy doesn't appear to be in the strategy.
- A fantastic opportunity to get people technically educated to rebalance the economy, rather than the academic route.
- Challenge is with educating the educators and getting educators trained and aware of the changed planned.
- No teacher to go from education into teaching without having at least 2 years in a related industry of the subject teaching.
- It is in the interest of CSR for large companies to take educators for a year.
- Can large companies use LEVY to pay wages for educators for 1 year?
- Can we learn lessons from other countries? Germany works – we can learn from them. Holland is very similar.
- Can we learn from an earlier age – work ethnics, behaviours, etc – Japan, Nordic Countries
- GCSE Maths – to match Maths to industry and APR's, advanced construction, etc. instead of Apples and Pears.
- Colleges should be forces to have functional skills, GCSE's as part of Vocational Qualifications, e.g.: hairdressing (still cannot go onto an apprenticeship).
- 19+ may be disadvantaged through local SME's taking 1st apprenticeship.
- Colleges going full circle, more towards technical.
- Skills were felt to not be as important as academic qualifications. Missing the entrepreneurs; start-ups and enterprise does not seem to be looked at, needs more ownership from the local response and celebrate local networks.
- Use the brand for Institute of Technology College for colleges in the region capitalising on specialism not just one winner in the region, we need collaboration.

Question 4:

What skills shortages do we have or expect to have, in particular sectors or local areas, and how can we link the skills needs of industry to skills provision by educational institutions in local areas?

Response:

- Huge demand for Maths teachers – decades of short supply.
- 35 cuts in Adult Education funding are compounding the problem – capacity address has been eroded. What is the role of SME's/industry in supporting this?
- There are small industries to address these – need more.
- Golden handshake initiatives have helped but need to do more.
- Dearth of engineering skills – ER Colleges are working with employers who are prepared to release experienced engineers to support.
- Consortia approach for chemical sector for apprenticeships of support from the industry with skills training.
- Structured programme is needed to really establish our approach.

- Teaching – image of teaching – salary > can't complete industry, so some kind of finance support is needed to address this.
- Maths schools – not sure this is the way to go, may polarise the industry or make the situation worse.
- Do all sectors/industrial businesses recognise the important of how competences underpin their business?
- Communications via education and business partnership.
- Nursing/Health – key skills shortage. Fundamental error to require nurses to fund own training – evidence of this impacting now.
- NHS reliant on agency staff at a high cost.
- High level degree apprenticeships at level 5 available now but not at lower level yet.
- Apprenticeships require an employed status as opposed to previous 'internship/degree model' – this is requiring a re-think on labour/skills strategy.
- Care sector – Above problems also extend to care sector as huge skills shortage area. Construction – FE colleges struggling to attract people to their courses to meet the demands of the sector.
- Construction companies want experienced gangs.
- Skills requirements of the sector is changing of new apprenticeship framework doesn't meet the way the sector operates – have to be part of a big enough gang/employers to go via appraisal.
- Mismatch between appetite of young people and the nature of a transient sector. Apprenticeship LEVY/CITB – isn't supporting the issue.
- Can't do ILM approach – too expensive.
- Pre-apprenticeship programme required to develop core staff.
- Educating businesses and getting their buy in to be part of the solution.
- Skills shortages – similar centre of excellence like CATCH for other sectors – construction skills village in Scarborough Model.
- Logistics – LGV Driver Training Model in NEL has worked, changing culture with employers now recognising the need to take on newly qualified drivers.
- Have created a model such as employer ownership of Stalls Pilot which took adults with transferable skills into an industry where there was a skills demands – similar model for local issues is needed – to be able to deliver smaller local initiatives via an EOS model – developing solutions in partnership.
- Different financial approaches are required to deliver an added value programme where there is a market failure/market opportunity.
- Off-shore Turbine Engineers – DONG are looking to recruit /increase by 400 by 2020 – we need to develop our local skills offer to meet this demand.
- Feedback following key point – construction CITB Model – collaboration approach with CITB/LA – Sally-Ann could provide core studies.
- Digital; becoming more advanced, especially for the aging workforce.
- Coding; what happens to the rest of us?
- Huge aging workforce; welders.
- Re-skilling to different sectors.
- WOW-WIME help. 3D Printing, Design, CAD, Modelling = DIGITAL.
- Basic Skills, Maths, English, Employability and Communication Skills – social skills for young people especially young males.
- LMI – in business planning and informing the T&L re changing.

- Health and Care sector is a problem – need a step change.
- Instructors in the technical skills.
- New forms of collaboration with technical institutes to deliver the skills required.

Question 5:

How can we make the application process for further education colleges and apprenticeships clearer and simpler, drawing lessons from the HE sector?

Response:

- Prospectus and application processes different.
- Local intelligence is important when choosing options.
- Complete confusion with apprenticeship 'offer'.
- Digital offer is information only doesn't replace 1-2-1 guidance. 'UCAS' brand means 'Universities to Public'.
- FE/apprenticeship applications need to be part of strategic CEIAG plan in schools.
- Application process clearer: like Lincs 2 – but more focused on FE/6th form.
- Apprenticeships not easy to find – NAS website.
- Lincs 2 not consistent across Humber.
- Need for Humber wide application portal.
- Need more information on each apprenticeship like college courses are described.
- A single application form works but the skills are different for college courses and apprenticeships; not a fan of 'lots of boxes' to fill in.
- Lessons from HE sector: UCAS post 16 process. Like a personal statement – good practise to recognise skills and focus direction.
- Standard nationally.
- Pick 5 choices – offers made.
- Is there need for a 'sector' application process – all opportunities within that sector are catered for – linked to employees, training providers, college departments?
- Suggestions – schools keep students until 18 years to help them mature and decide what they want to do.
- Develop 'pathway to employment'; for 2 years.
- School's challenges are different to what employers want.
- Schools are measured on key things; not employability skills.
- Schools are responsible for a lot of things – the priority is qualifications - internal challenges in schools for curriculum time are key.
- Good practise: www.plotr.co.uk with guidance.