

ANNEX 1: STEERING GROUP MEMBERSHIP

The members of the Steering Group for the project are:

Gareth James	Consultant, OTTER KLI (Former Head of Planning and Research, Somerset LSC) (Chair)
Liz Georgeson	Skills Manager - FRESA, South West RDA
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Nicola Oates	Higher Education Advisor, HEFCE
Janet Rice	Head of Planning & GLMIU, Gloucestershire LSC
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ANNEX 2 METHODOLOGY

Review of strategies, structures and processes in the South West skills market

This activity had two broad objectives:

1. Identify the strategies, structures and processes in place to identify and respond to skills shortages;
2. Identify actions needed to improve coherence and joint planning to identify and respond to skills shortages.

In the end, the focus broadened out from just skill shortages to the theme of skills development because many aspects of skills market activity are interlinked and difficult to isolate to one issue.

A combination of desk-based research and telephone interviews were used to gather information and opinions, and an analysis framework was developed to make comparability viable.

The desk-based research started with the sourcing of strategy and planning documents from organisations in the skills sector. Some organisations were still finalising plans for the current year, which delayed things a little.

A framework used to review the documents focused on the regional strategic issues, rather than a review of the detailed local issues.

After considering the national and regional policy context, the running threads of themed drivers from global to national, to regional and local were used to bring some commonality to such a diverse range of documents to aid analysis.

In total, over 150 documents were gathered and reviewed from over 50 organisations which included:

- Government Departments;
- Regional government organisations;
- Skills development agencies;
- Local development organisations;
- Business support organisations;
- Providers;
- Interest groups.

The telephone interviews were undertaken with a mix of senior and middle management personnel from a range of the above types of organisation in the South

West to get a spread of opinion. Out of a potential total of 102 identified individuals, 50 interviews were achieved. After piloting a semi-structured questionnaire, a more informal approach was taken using the topics of strategies, structure, processes, planning and the use of LMI.

ANNEX 3 CASE STUDIES

The following case studies are presented below:

1. National Health Service (NHS);
2. Ministry of Defence (MoD);
3. Jobcentre Plus (JC+);
4. TUC;
5. European Funding;
6. Local Government.

1. The National Health Service

1.1 Change in the NHS

The way in which the NHS operates is going through a substantial period of flux with the development of the *National Health Service Plan*, published in July 2000. The Plan sets out priorities for expanding and reforming the NHS with services being developed around the needs of the patient. The effective delivery of the reforms requires substantial increases in capacity and these are centred around the three key areas of physical facilities, workforce, and information management and technology.

Information available from the HR Directorate details the activities underway to carry forward the workforce-related commitments made in the NHS Plan. These revolve around several key areas:

- *More staff* – A variety of strategies are being put in place to expand the workforce and to meet the expansion targets set by Government;
- *Working differently* – Encompasses activities such as the implementation of the European Working Time Directive; Consultant Contract Initiatives; and, recruitment and retention solutions;
- *The NHS as a model employer* – Involves strategies such as Improving Working Lives; Equality and Diversity; the NHS Childcare Strategy; and, the Flexible Career Scheme;
- *Modernising Pay*;
- *Modernising professional regulation*;
- *Modernising workforce planning* – A variety of organisations are set up to do this such as the Care Group Workforce Teams looking at staffing issues within particular care services e.g. cancer. The Strategic Health Authorities (SHAs) and Workforce Development Confederations (WDCs) are working in partnership to develop Local Delivery Plans and workforce capacity plans. The Skills for Health SSC has been established;

- *Learning and personal development* – Increased investment in education and training is planned for all staff including non-healthcare staff. National Occupational Standards for non-healthcare professionals are being developed. The package of investment also includes Foundation Degrees, Modern Apprenticeships, Cadet scheme, NVQs, and Individual Learning Accounts (ILAs);
- *Improving staff morale* – Includes the National Staff Opinions Survey, the establishment of the Social Partnership Forum and the Doctors Forum;
- *Building people management skills* – This is based around the establishment of the HR Capacity Unit and the Leadership Centre;
- *HR performance management and research and development*;
- *Communications, events & networks* – New bulletins, conferences, newsletters and the development of the Strategic human Resources Intelligence Networks (SHINE);
- *National Task Force on Violence*;
- *Social care training* – Includes a new social work degree and social care training grants.

1.2 Changes in Learning and Personal Development

Of particular importance are the significant developments taking place for increasing the education and training opportunities for all staff and this includes non-healthcare staff. Traditionally, the focus has been centred on professional healthcare staff. However, the development of the NHS Plan puts the focus of modernisation and change firmly on encompassing all NHS staff. The Department of Health and the NHS are also keen to increase skills levels amongst those people with lower level skills and move them up what is termed a 'Skills Escalator'.

1.2.1 National Vocational Qualifications & Learning Accounts

The NHS Plan detailed that those who are without a professional qualification will have access to either an NHS Learning Account of up to £150 or dedicated NVQ training and assessment.

From April 2003, over the next three years, nearly £183 million will be allocated to Workforce Development Confederations (WDCs) to support NVQs, Learning Accounts and adult literacy and numeracy skills development. It is envisaged that this investment will benefit over 240,000 NHS staff.

The majority of funded training or learning will be 'work-related'. However, eligible learning funded through the NHS ILA scheme will include non work-related learning which "genuinely seeks to encourage further learning and progression".

1.2.2 Foundation degrees

The Development Plan for the National Health Service University (NHSU), *Learning for Everyone* (November 2002), set out that arrangements will be put in place that will ensure that anyone who has been working in the NHS for up to five years, and does not already possess a Higher Education qualification, will have the opportunity to move towards the attainment of a Foundation Degree through an NHSU learning pathway.

1.2.3 Modern Apprenticeships (MAs)

MAs combine an NVQ with Key Skills, a technical certificate, and a component covering employment responsibilities and rights. The Foundation Modern Apprenticeships (FMA) represent an NVQ at Level 2, and Advanced Modern Apprenticeships (AMA), at Level 3. In the Health and Social Care framework, students are expected to achieve Key Skills Level 2. The technical certificate underpins the NVQ and is designed to help apprentices progress to higher education or higher levels of working where appropriate.

1.2.4 Skills for life

WDCs will work with partner organisations to ensure that action to tackle literacy and numeracy gaps is part of mainstream plans to modernise education.

1.3 Workforce Development Confederations (WDCs)

Established in April 2001, the WDCs play a central role in carrying forward, at a local level, the majority of the envisaged modernisation that revolves around the way in which staff are trained and educated and the way in which they are employed. They also manage the Department of Health's annual investment in training of almost £3 billion.

Some WDCs are still in development. However, it is envisaged that a mature Confederation will:

- Lead the visioning for the future healthcare workforce;
- Develop and lead an integrated approach to workforce planning for health and social care communities;
- Have overall responsibility for developing the existing and future workforce;
- Lead in developing a common approach to HR policy and practice;
- Establish good working relationships with the NHS University and with NHS, social care and allied learning organisations;
- Negotiate, manage and monitor the performance of contracts with education and training providers and support the modernisation of professional preparation, education and training;
- Have responsibility for practice placements for all students on NHS and HEFCE-funded healthcare training programmes;

- Promote patient, carer and student input into the development and delivery of healthcare education and training;
- Co-ordinate the strategic management of local learning and education facilities and their revenue consequences;
- Ensure effective systems and procedures are in place for the financial management and accountability of all funds for which it is responsible.

1.3.1 WDCs funding education & training

The NHS supports the education and training of its professionals through three streams of the Multi-Professional Education and Training Budget (MPET), which is devolved to the WDCs. The three streams of MPET funding are as follows:

1. The Medical and Dental Education Levy (MADEL);
2. The Service Increment for Teaching (SIFT);
3. The Non Medical Education and Training Budget (NMET).

MPET (MADEL)

This funding stream supports the salary costs of doctors and dentists undertaking postgraduate professional training. In 2003/04, the total MADEL budget nationally was £1,235 million and this supported 35,900 post-graduate medical and dental trainees.

MPET (SIFT)

This stream reimburses NHS organisations for the extra costs incurred for the provision of clinical settings for medical and dental students to undertake practice placements as part of their undergraduate training. In 2003/04, the national budget was £579 million and supported 12,900 medical undergraduates.

MPET (NMET)

This supports the education and training of all non-medical healthcare professionals, such as nurses and midwives, allied health professionals (speech therapists, radiographers etc.), scientists and technicians, finance and management trainees, psychologists and so on. In 2003/04, the total NMET budget nationally was £1,517 million. It funded the tuition costs of 65,000 pre-registration nursing and midwifery students, 17,400 allied professional students, and 7,000 health care scientists.

In addition to this, two further funds under the NMET budget deal with Continuing Professional Development (CPD), NVQs and Learning Accounts.

1.4 Workforce Development Confederations in the South West

Within the South West, there are three WDCs which align with three new Strategic Health Authority areas: Avon, Gloucestershire and Wiltshire; Devon and Cornwall; and Dorset and Somerset.

Within each of the WDCs, there are several local Workforce Development Groups (LWDGs) which, in the majority of cases, have devolved responsibility from the WDC over certain funding streams to enable monies to be targeted to fit local priorities. LWDGs also provide a central role in developing and implementing actions across local health care communities.

1.4.1 Avon, Gloucestershire & Wiltshire (AGW) WDC

1.4.1.1 Core Priorities

The AGW WDC has a set of ten core priorities which are as follows:

1. *More Staff* - Increase the size of the workforce through effective retention, recruitment and return to practice;
2. *Changing Workforce* - Redesign the workforce to achieve more effective ways of delivering health and social care;
3. *Integrated Workforce Planning* - Develop workforce planning capability and capacity and integrate workforce planning with that of activity and finance;
4. *Staffing Care Pathways* - Develop the workforce to deliver care pathways;
5. *Lifelong Learning* - Develop the culture and practice of lifelong learning and establish career pathways and modern learning environments for all staff;
6. *Education and Training* - Widen access to education and training opportunities;
7. *Partnership* - Develop partnerships between the NHS, social services, independent sector, education providers and others to develop the health and social care workforce;
8. *Leadership* - Grow leaders and managers at all levels to develop staff to deliver patient-centred service improvement;
9. *Model Employer* - Support employers, including the SHAWDC to become 'model employers';
10. *Performance Management* - Manage the performance of the WDC, LWDGs and NHS employers in making effective workforce development integral to health and social care modernisation.

1.4.1.2 Education and learning activities

There are a number of activities being undertaken to support these priorities. Looking particularly at education and learning, there are a wide variety of initiatives under way:

Academies - Seven Academies are being developed that will support medical, nursing and other health professions' students and provide opportunities for continuing professional development and lifelong learning of all health and social care staff. They will cover each local health community within Avon, Gloucestershire and Wiltshire;

Extended & Supplementary Prescribing Project - This online initiative provides information and guidance for those who want to take a course in extended nurse prescribing or supplementary prescribing (or both). It also includes information about funding and applications to an appropriate university;

IM&T Education, Training & Development – A framework strategy is currently being developed focusing on the effective use of information;

Healthcare courses in local colleges and universities - An online catalogue of information on university courses nearby universities of interest to primary and community care staff;

Libraries – Efforts are being made to ensure that libraries play a full role in ensuring that all NHS staff can access accurate and up to date information.

NHS Learning Accounts and NVQs- NHS funding towards training for staff who do not already hold a professional qualification;

Supporting learning in practice – Implementation of a report commissioned in 2002 to determine ways of supporting learners in practice and changes;

Supporting mentors in the learning environment (SMILE) – An online resource tool to assist mentors in supporting pre-registration students;

Widening access - A scheme available to NHS staff who have worked for the NHS for at least 12 months, allowing employees to take pre-qualifying training while still earning a salary.

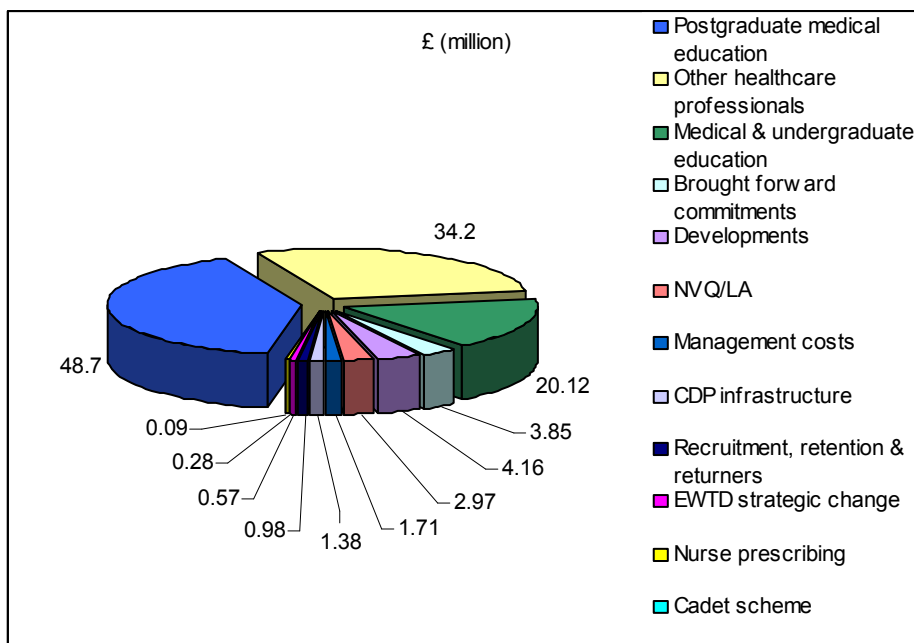
1.4.1.3 Financing

Many of these developments are financed by an MPET budget of nearly £130 million for AGW WDC, about 4 per cent of the total national budget. In addition to this funding, the WDC provided financial assistance to the health community by brokering £4.4m from 2002/03 into the 2003/04 year through deferring the start of some projects. There are some initiatives such as the Academies that are partnership so only partially funded through MPET.

The majority of the income is already committed to doing things like meeting the salary costs of doctors and dentists in training and this amounts to £121 million. The allocation of the remainder, about £9 million, is for funding development activities such as CPD, Learning Accounts, NVQs, and any other 'development' requirements.

About £4 million of this is devolved to the LWDG to ensure that decisions can be made locally that fit with local priorities. The remainder is allocated to development activities that are AGW WDC wide.

Figure 1: Planned Expenditure 2003/04 (£ million)



Source: AGW WDC, 2004

1.4.1.4 NVQs and Learning Accounts – Students and Outcomes

In the year 2003/04, there were 6,348 applications of which 4,311 were for Learning Accounts and 2,019 for NVQs. Of those applications where level of qualification was reported, the majority were either at NVQ level 2 (58.3 per cent) or level 3 (32.3 per cent).

Figure 2: Applications by Occupational Group, 2003/04

Occupation	Number of applications	% of applications
Administrative	2,634	41.5
Allied	235	3.7
Ancillary	400	6.3
Health	1,179	19.0
Nursing	509	8.0
Primary	725	11.4
Scientist	183	2.9
Other	472	7.4
Not stated	11	0.2

Note: Total may not add up to 100 due to rounding.

Source: AGW WDC, 2004

The majority of applications (41.5%) were made by those in administrative occupations. Nearly 20 per cent were made by health staff and just over 11 per cent by primary care staff.

Figure 3: Applications by Course Category, 2003/04

Occupation	Number of applications	% of applications
Administrative	462	7.3
Healthcare	1,588	25.0
Hotel	174	2.7
IT skills	1,670	26.3
Personal	893	14.1
Prof Dev.	1,415	22.3
Other	146	2.3
Not stated	0	0.0

Note: Total may not add up to 100 due to rounding.

Source: AGW WDC, 2004

Applications are primarily focused around health care, IT and professional development courses, which together account for over 70 per cent of applications.

1.4.2 Devon & Cornwall WDC

1.4.2.1 Core Priorities

The Devon and Cornwall (D&C) WDC aims: “To secure efficient, continuous improvement in ensuring best value in workforce development which:

- Is responsive to the changing environment of patient/client services throughout Devon & Cornwall;
- Develops and sustains a skilled, competent and flexible workforce;
- Improves the quality of services through innovation;
- Provides a platform for multi-professional, inter-professional and educational learning and working;
- Promotes inter-agency working through collaboration at all levels”

1.4.2.2 Education and learning activities

The D&C WDC is undertaking a number of activities related to education, learning and development:

Learning Accounts and NVQs - NHS funding towards training for staff who do not already hold a professional qualification;

Cadet schemes – An NHS-wide programme combining work experience with theoretical learning including a wide range of placements within the host organisation;

Inter-professional education – D&C WDC is supporting the development of inter-professional learning through the Peninsula Allied Health Collaboration (PAHC). This organisation has designed an inter-professional programme for degree courses for Allied Health Professionals and started in September 2002;

Learning Resources and NHS Libraries - These libraries enable health care professionals of Devon and Cornwall to locate information, resources and training to support health care related decisions.

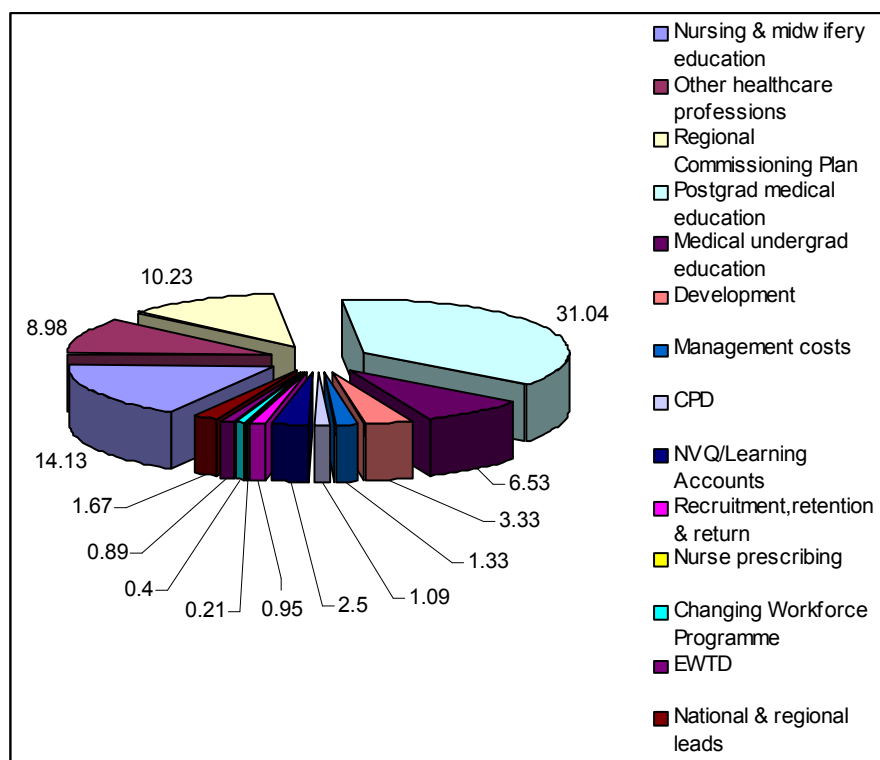
1.4.2.3 Finance

D&C WDC has a 2003/04 budget of £80 million for multi-professional education and training and the wider workforce development agenda. The majority of this funding is sourced from the MPET budget. Approximately 89% is spent on commissioning education programmes for new clinical staff. As with AGW, the majority of the WDC's income is already committed to activities such as meeting the ongoing salary costs of doctors in training and of pre-registration education and salary support for other NHS Professions. The majority of funding for development activities such as CDP, NVQs and Learning Accounts is devolved to the LWDC.

Figure 4: Devon & Cornwall WDC Budget 2003/04

Area	(£ million)
Nursing & midwifery education	14.13
Other healthcare professions	8.98
Regional Commissioning Plan	10.23
Postgraduate medical education	31.04
Medical undergraduate education	6.53
Development	3.33
Management costs	1.33
CPD	1.09
NVQ/Learning Accounts	2.50
Recruitment, retention & return	0.95
Nurse prescribing	0.21
Changing workforce programme	0.40
EWTD	0.89
National & regional leads	1.67
Source: D&C WDC, 2004	

Figure 5: Devon & Cornwall WDC, Budget 2003/04



Source: D&C WDC, 2004

1.4.2.4 NVQs and Learning Accounts – Students and Outcomes

As at 2003/04, there were 3,168 applications of which 1,260 were for NVQs and 1,908 were for Learning Accounts. The majority of those applications, 62 per cent, were at level 3 and 29 per cent were at level 2, which together account for 91 per cent of applications.

Figure 6: Applications by Occupational Group, 2003/04

Occupation	Number of applications	% of applications
Administrative	1,138	36
Allied	116	4
Ancillary	229	7
Health	692	22
Nursing	373	11
Primary	60	2
Scientist	78	3
Other	480	15

Note: Total may not add up to 100 due to rounding.

Source: D&C WDC, 2004

The majority of applications were made by those in administrative, health, nursing or 'other' occupations.

Figure 7: Applications by Course Category, 2003/04

Occupation	Number of applications	% of applications
Administrative	331	10
Healthcare	1,407	44
Hotel	112	4
IT skills	726	23
Personal	62	2
Prof Dev.	261	8
Other	269	9

Note: Total may not add up to 100 due to rounding.
Source: D&C WDC, 2004

The majority of applications were made to courses aligned to healthcare. Just over 20 per cent were made to Information Technology-related courses.

1.4.3 Dorset & Somerset WDC

1.4.3.1 Finance

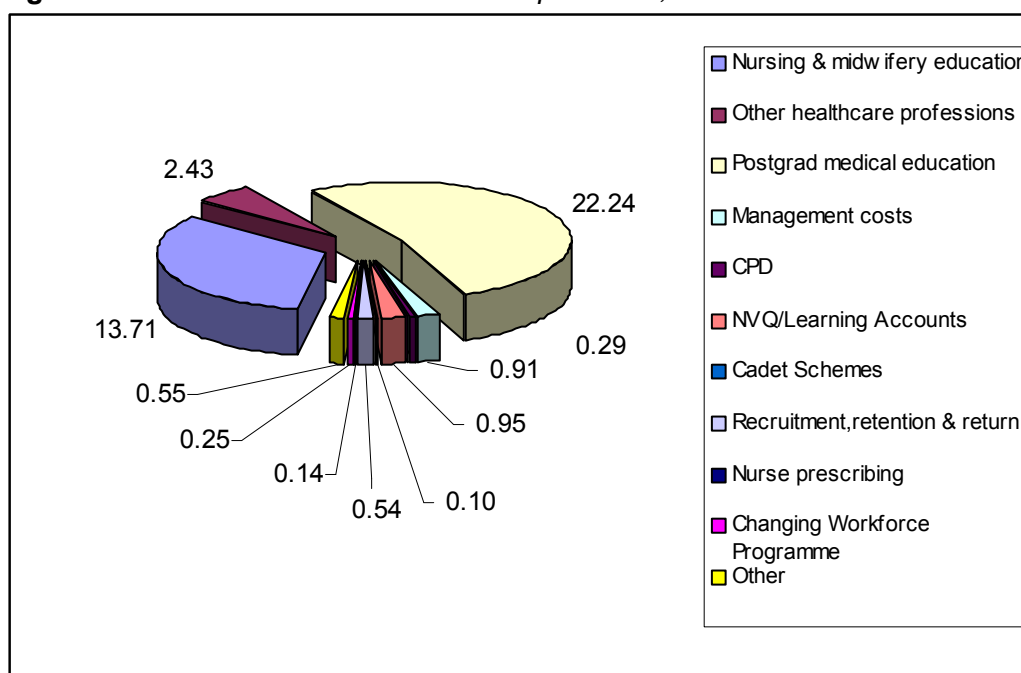
Dorset and Somerset (D&S) WDC has a planned expenditure of just over £42 million for 2003/04, the majority of which is assigned to meeting the costs of pre-registration education and salary support and so on.

Figure 8: Planned Expenditure, 2003/04

Area	(£million)
Nursing & midwifery education	13.71
Other healthcare professions	2.43
Postgrad medical education	22.24
Management costs	0.91
CPD	0.29
NVQ/Learning Accounts	0.95
Cadet Schemes	0.10
Recruitment, retention & return	0.54
Nurse prescribing	0.14
Changing Workforce Programme	0.25
Other	0.55
Total	42.11

Source: D&S WDC, 2004

Figure 9: Dorset & Somerset Planned Expenditure, 2003/04



Source: D&S WDC, 2004

1.4.3.2 NVQs and Learning Accounts – Students and Outcomes

As at 2003/04 there were 2,258 applications made to the NVQ and Learning Accounts programme at D&S WDC. Of those, 971 were for Learning Accounts and 1,238 were for NVQs.

Figure 10: Applications by Occupational Group, 2003/04

Occupation	% of applications
Administration	30
Allied	5
Ancilliary	5
Health	29
Nursing	6
Other	18
Primary	6
Scientist	1
Total	100

Source: D&S WDC, 2004

The majority of applications were made within administrative, health and 'other' occupations, together accounting for 77 per cent of applications made.

Figure 11: Applications by Course Category, 2003/04

Course category	% of applications
Administration	15
Healthcare	47
Hotel	1
IT Skills	14
Other	3
Personal	11
Professional Development	9

Source: D&S WDC, 2004

Nearly half of all applications in 2003/04 were made within the course category of health. Courses aligned to 'hotel', 'other' and 'professional development' received the least applications.

2. The Ministry of Defence (MOD)

The MOD, including Service and civilian personnel, is one of the UK's largest employers and training providers. The large inflow and outflow from the MOD highlights how important the defence industry is as an employer and as a provider of trained personnel to the civilian workforce as the majority of those leaving the MOD return into civilian employment.

2.1 Employment

As at April 2003, the MOD employed nearly 300,000 full-time equivalent (FTE) personnel. Of those, 206,900 are employed in the Services as UK Regulars and 88,700 as civilian UK Personnel. Just over 182,000 servicemen and women are trained and ready for deployment with 24,000 working their way through the training system.

Figure 12: Employment in Services, April 2003

	Trained	Untrained	All
Royal Navy	36.6	5.0	41.6
Army	97.6	14.5	112.1
RAF	48.5	4.7	53.2
All	182.8	24.2	206.9

Source: *Defence Statistics*, DASA, 2003

Figures available for civilian employment show that as an employer, the MOD is more important to the South West than for any other region in England with nearly 19,000 personnel.

Figure 13: Location of Civilian Employment, April 2003

	Thousand
North East	470
North West	2,680
Yorkshire & the Humber	2,900
East Midlands	2,150
West Midlands	4,770
Eastern	5,740
London	6,410
South East	14,280
South West	18,850
England	58,240

Source: *Defence Statistics*, DASA, 2003

2.2 Education & training

Although, as would be expected, training is an integral part of the MOD, particularly in relation to recruit training in the Services, efforts have recently been made to modernise the way in which the MOD trains so as to provide training that is more effective and better value for money.

In 2001, the *Defence Training Review (DTR)*¹ made over 200 recommendations for improving individual training and education, both for Service personnel and civilians. One of the key recommendations revolved around the lack of a central approach to education and training, consistent across all three Services and the MOD Civil Service. As a result, in September 2002, the Director General Training and Education (DGT&E) was set up to provide the central strategy and focus.

The DGT&E has produced the *Defence Individual Training and Education Strategic Plan* setting out the direction for the next decade. As part of this process, it has also developed a policy framework for both education and training, which is centred around the following priorities:

- To bring education and training into the information age;
- To raise the level of skills for life;
- The development of progressive and accredited lifelong learning to enable both greater recruitment and retention within the Defence industry, and also to ensure that those leaving have qualifications that will be recognised in the civilian market.

These priorities are enacted through a variety of skills initiatives.

- ***E-Learning and ICT***

The MOD have developed the Defence E-Learning Delivery and Management Capability to enable a better use of the opportunities e-learning can provide. It has developed a decision support tool enabling training providers to determine the best use of e-learning. Coupled with this has been the development of the Skills Framework for the Information Age (SFIA) programme, which will screen and provide training for all those across the MOD to ensure a guaranteed user skill level in IT. IT skills will be delivered through the EDCL (European Computer Driving Licence) or the alternative Key Skills route.

- ***Skills for Life***

The DGT&E explicitly state their duty of care to ensure that all personnel are educated to a minimum standard to meet operational and business requirements. It estimates that up to 7,500 new recruits have poor levels of literacy and numeracy. In partnership with the DfES, the MOD has begun a mandatory screening and assessment programme for new entrants with potential literacy or numeracy needs.

¹ MOD, *Defence Training Review*, 2001

Estimated numbers per annum going on to further developmental learning contributing to Government targets are: Royal Navy 900; Army 7,500; RAF 150. The targets for the MOD Civil Service have not yet been finalised.

The MOD estimates that if the provision of skills for life increases retention by 1 per cent at minimum engagement levels, there will be a saving to the initial training budget of some £10 million per annum.

- ***NVQs/Level 2 qualifications***

Current figures² suggest the MOD has 13,128 personnel registered for an NVQ and the MOD has set a target of all personnel achieving a Level 2 qualification by the time they leave the Service.

- ***Modern apprenticeships (MA)***

The MOD is currently developing a policy whereby all personnel will be given the opportunity to register for an MA scheme. Figures suggest that there are currently 14,272 personnel registered for an MA. It is also estimated that 96 per cent of the Royal Navy, 50 per cent of the Army, and over 90 per cent of RAF new entrants are studying for either a Foundation or Advanced MA. For the Civilian Service, MAs are already well established in engineering and administrative sectors.

- ***Foundation degrees***

The MOD has currently developed five foundation degrees of which one is delivered through e-learning. It is also working with the Cabinet Office in developing a foundation degree in the Public Sector.

- ***Higher education***

All of the Armed Services run a variety of In-Service degree programmes with full costs met by the MOD. It is estimated that this will shortly involve over 460 military personnel. Professionally-accredited programmes are run within the Civil Service.

The DTR also made a variety of other recommendations for action which included the development of a Defence 6th Form Technical College and a Defence Academy. The existing Welbeck 6th Form College is the main source for the Army's technical officer recruitment. However, this is established only with the Army and not across the other Services or MOD Civil Service. As a result, in 2005 Welbeck will be replaced with the Defence 6th Form College. It will offer young people interested in a career in the Armed Forces opportunities in engineering and technology, or as scientists and engineers in the Civilian Service.

The Defence Academy will bring together the Royal College of Defence Studies in London, Joint Services Command and Staff College and the Royal Military College of Science. It will aim to provide high quality, primarily post-graduate education and conduct research.

² MOD, *Skills Strategy Brief*, 2004

The MOD will also be establishing a number of Defence Schools, for example, a Defence School of Aeronautical Engineering and a Defence Logistics School.

2.3 Funding

2.3.1 Resources, cost and personnel

The Defence Training Review was the first major study to attempt to identify the full resource costings of individual training and education across the MOD. The Review calculates that the resources consumed amount to a significant part of the defence budget, about 19 per cent, which equates to £4.2bn. As a proportion, 11 per cent is consumed by Armed Forces Phase 1 training (initial/recruit), 85 per cent by Armed Forces Phase 2 and 3 (skills and career training), and 4 per cent by civilian training.

Figures show that, on average, the MOD spends on training £6,500 per Service personnel and £700 per civilian employee per annum.

The MOD employs 29,000, or 9 per cent of total defence personnel, on training activities. Of those, 62 per cent are military and 38 per cent are civilian.

2.3.2 Funding from the LSC

Figures available from the January 2004 MOD Skills Brief³ show the MOD had received a total of £38.5 million from the LSC in support of external, so non-MOD funded, training and qualifications. This was broken down as £5.5m for the Royal Navy; £23m Army; and, £10m RAF. The funding does not fund operational training but rather the gap between the operational requirement and the requirement for an award or qualification.

2.3.3 Funding support for training

There are a variety of funding mechanisms available to MOD employees to support education and training activities:

- The Standard Learning Credit (SLC) is available up to £175 to personnel each year.
- Available from April 2004, the Enhanced Learning Credit (ELC) enables personnel to receive between £1-2,000 per year for three years for a HE or FE course. This is available for those still in Service or for up to ten years after leaving the Service.
- OU Summer School fees are paid centrally with a refund of £260 per Summer School plus travel expenses for a maximum of two Summer Schools per year.
- Civilian staff over the age of 18 may have up to 100 per cent of costs paid for external adult education and training. The minimum entitlement is usually 80% of

³ As per footnote 2.

fees, including registration, tuition and examinations and 50% of book costs, travel, subsistence and facilities costs.

2.4 Resettlement into civilian life

Global statistics suggest that there is a total outflow from the Armed forces of around 23,260 for the 12 months to February 2004 (Royal Navy: 4,980; Army: 14,170; RAF: 4,120)⁴. In terms of the age profile of those leaving the armed forces, after the initial outflow after basic training, the main peak is between about 39 and 42 years⁵. Inflow suggests that the Armed Forces took in around 24,130 personnel from civilian life. This shows that not only is Defence an important employer but it is also an important provider of trained personnel into the civilian workforce.

The MOD run an initiative through the Career Transition Partnership (CTP) to enable people to re-engage back into civilian life. There are ten Regional Resettlement Centres (RRC) through which there is access to resettlement training centres and to Employment Consultants in the Regular Forces Employment Association (RFEA).

2.4.1 The Career Transition Partnership (CTP)

Services through the CTP are available to all those leaving the MOD Service. The CTP offer workshops, courses and career guidance with a mix of one to one consultancy and online support services.

Workshops are run on a variety of topics that include the following:

- Career transition workshop;
- Self-employment seminars;
- New horizons in retirement;
- Networking;
- CV writing;
- Interview techniques;
- Financial advice from Independent Financial Advisors;
- Housing briefs.

The one-to-one consultancy covers a variety of objectives aimed at enabling a successful career transition, the outcome of which is a personal resettlement plan. The one to one consultancy process typically includes:

- CV preparation;
- Training requirements;
- Job market intelligence;

⁴ Defence Agency Statistics, 2004.

⁵ as per above.

- Perceived 'blocks' to employment;
- Employment 'wish' list.

As part of an individual's Personal Resettlement Plan, many Service leavers take part in a Trial Attachment or Civilian Work Attachment (CWA). The Work Attachments have no prescribed length and can range from one day to over five weeks depending on the requirements of both the individual and the employer, the amount of resettlement time available, and the type of the work to be undertaken.

The CTP have made available a new on-line job-finding service – 'Right Job'. Individuals registered with CTP can search and apply for any of the live vacancies on the database.

As part of the resettlement process, training is also offered to enable leavers to acquire qualifications appropriate to the civilian workforce, to update existing skills or learn new ones. Resettlement training can be undertaken at either the Resettlement Training Centre (RTC) at Aldershot, one of the MOD 'Preferred Suppliers' of training or through other civilian training provider. The RTC and MOD 'Preferred Suppliers' offer courses tailored specifically for Service leavers and designed to incorporate the needs of civilian employers.

2.4.1.1 Use of labour market information

The CTP produces a six monthly report⁶ on detailed employment information obtained by all RRCs, the REFA local branches e.g. Plymouth and Exeter, and the Officers Association (OA). The information details everything from employment levels, business parks, gains and losses in employment, industry news, skills shortages, salaries, wages, to house prices and so on. The information produced is extensive and picks up the detailed knowledge of changes in local areas. The information is used to align and plan for the resettlement of armed forces personnel.

2.4.2.2 CTP in the South West

Information made available from the Plymouth Resettlement Centre, which services Devon, Cornwall and Somerset, shows that in 2003, 1,333 people involved in the resettlement programme started new jobs in the South West. Nationally, there are around 13,000 new clients to the programme of which between 1,300 and 1,400 are in the South West each year. In comparison to other regions, the South West has one of the highest proportions at 16.7 per cent of the total number of job starts.

⁶ CTP, *Six Monthly Employment Market Report*, July-Dec 03, MOD, 2003

Figure 14: Starts to new jobs, 2003

Area	Number	% of total
North West	733	9.2
North East	1,052	13.2
West Midlands	377	4.7
East Midlands	814	10.2
East Anglia	294	3.7
South West	1,333	16.7
South East	1,509	19.0
Scotland	687	8.6
Wales	315	4.0
Ireland	202	2.5
Germany	35	0.4
Not linked	610	7.7
Total	7,961	100.0

Note: Figures may not add up to 100 due to rounding.
 Source: CTP, 2004

3. Jobcentre Plus

From April 2002, Jobcentre Plus replaced the Employment Service which ran Jobcentres, and those parts of the Benefits Agency which provided services to people of working age through social security offices. Jobcentre Plus has been set up to achieve the following⁷:

- More people into paid work;
- Employers filling their vacancies;
- Giving people of working age the help and support which they are entitled to if they cannot work.

As part of this, one of the key mission objectives of Jobcentre Plus is:

To increase the effective labour supply by helping as many unemployed and economically inactive people of working age as possible to move into jobs or self-employment and active competition for jobs by making available to them job vacancies, information, advice, training and support, and encouraging employers to open up more opportunities to them.

Jobcentre Plus run a number of programmes through which clients can access a range of initiatives related to training.

3.1 Programmes

3.1.1 New Deal for Young People

This programme is for those aged between 18 and 24 who are unemployed and have been claiming Jobseeker's Allowance for a year or more. The programme offers a range of support for a period of four months, such as:

- Discussions about what kind of job the client would like to get;
- Drawing up an action plan to help them get that job;
- Helping the client look and apply for suitable jobs;
- Helping clients overcome anything that might be stopping them getting work. This may be anything from a problem with reading and writing to difficulties with travelling to a workplace;
- Identifying any extra support clients might need, such as writing letters of application or job search techniques.

After the four months, if the client has not found employment, their personal adviser arranges an assortment of full-time help tailored to their needs. This may include anything from work experience with an employer or voluntary organization, training and courses, to practical help applying for jobs and interview practice.

⁷ DWP, *A guide to services for people of working age*, DWP, 2002.

There are cases where early entry into the programme is possible. This will be for:

- Young people with a health condition or disability;
- Young people with skills for life needs;
- Those whose first language is not English, Welsh or Gaelic;
- Lone parents who do not live with a partner and who are responsible for at least one child living in the same household;
- Returners who have been out of the labour market for domestic reasons for two years or more;
- Young people who have left a local authority care home within the previous three years;
- Young people who have been made redundant in a large scale redundancy;
- Ex-regulars in HM Forces;
- Ex-offenders;
- Rough sleepers.

3.1.2 New Deal 25

This programme is for those who are 25 or over, who have been unemployed and claiming Jobseeker's Allowance for 18 months or more. The support package offered is not dissimilar to that for Young People.

There is also a New Deal 25 Plus which is a further package of full-time support that offers the same sort of help as is seen in the second phase of New Deal for Young People.

Early entry to the programme can also be considered for people with disabilities, ex-offenders who have served a custodial sentence, homeless people, people recovering from drug addiction, progress2work participants, and refugees who have been given permission to stay in this country and to claim JSA.

3.1.3 New Deal for Lone Parents

This programme is for lone parents who work less than 16 hours a week or not at all, with the youngest child under 16 years old. The support available includes the following:

- Calculating how much better off clients could be in a job;
- Discussing with clients what kind of job they would like to get;
- Drawing up an action plan for getting a job;
- Helping to look and apply for suitable jobs;

- Helping to find training opportunities;
- Helping to find and organise childcare;
- Helping with expenses that may occur during their job search;
- Explaining benefit entitlement once employment commences;
- Continuing to offer clients help and advice even after they have found employment.

3.1.4 New Deal for Partners

New Deal for Partners helps the partners of a person who is currently claiming benefit, and has been for six months or more, find employment to support their family. The support offered is similar to other New Deal programmes.

3.1.5 New Deal 50 Plus

New Deal 50 Plus is for those aged 50 or over who want to work and are in receipt of benefits (income support, jobseeker's allowance, incapacity benefit or severe disablement allowance) for at least 6 months. People may also be eligible if they have been receiving National Insurance credits or Invalid Care Allowance or Bereavement Allowance. The support available includes the following:

- Drawing up employment action plans;
- Helping clients look and apply for suitable jobs;
- Helping to prepare their CV and letters of application;
- Organising training opportunities;
- Organising voluntary work which may develop employable skills.

3.1.6 New Deal for Disabled People

This is available for those receiving disability or health-related benefits who want to work. The programme is voluntary and is delivered through a network of Job Brokers. The support offered includes the following:

- Matching skills and abilities to the needs of employers;
- Identifying any training needs;
- Helping clients apply for jobs;
- Supporting the client during their first six months in work.

3.1.7 New Deal for self-employed

This program is available for those who are eligible for one of the New Deal programmes who are interested in becoming self-employed and/or have a business idea. Those who are interested can be referred to an information session on what it is like to be self-employed. For those still interested, Jobcentre Plus may advise

them to undertake a short course to learn how to prepare a business plan, or they may be referred to an organisation that specialises in business start-up help.

3.1.8 New Deal for Musicians

New Deal for Musicians is available to people of all ages on New Deal for Young People or New Deal 25 plus for those who want a career as a musician. The programme does not yet cover people who wish to have careers in technical or management areas e.g. sound engineers or artist managers. When on New Deal for Young People, a person may be able to follow a modular open learning course that has been specially designed for musicians. The course lasts up to 26 weeks and covers the musical and business skills they will need for a successful career.

If aged 25 and over, they may be able to access the open learning workbooks and the Music Open Learning Provider (MOLP). This would be in addition to other full time help available under New Deal 25 plus and the other activity they are required to undertake on the programme.

3.1.9 Progress to Work (p2w)

This programme helps those who have a history of drugs misuse who are disadvantaged in the labour market to take up and/or remain engaged in mainstream employment provision and to secure and sustain jobs. This programme is voluntary. Support can last for over 12 months and is available before, during Jobcentre Plus mainstream or New Deal Options and when in subsequent employment.

3.1.10 StepUp

StepUp is currently a pilot project for those who have been through the New Deal process and are still claiming Jobseeker's Allowance six months after making a new claim to JSA following attendance on an Option or Intensive Activity Period (IAP).

Clients are referred to a specialist StepUp Adviser and receive, on average, four advisory interviews before entering a StepUp job. The customer is offered a StepUp job from a bank of jobs advertised on LMS that lasts for 50 weeks. They are paid the going rate for the job (at least the adult National Minimum Wage). For those identified as eligible, a StepUp job must be taken or Decision Making & Appeals (DMA) action will take place.

3.1.11 Designated large scale redundancy status

If Jobcentre Plus awards Designated Large Scale Redundancy status to a redundancy situation within the local labour market, redundant workers have access to most Jobcentre Plus programmes with the exception of New Deal for Young People and New Deal 25 plus. They have access to work-based learning for adults.

3.2 Training Initiatives

There is a range of initiatives related to training available within the programmes for Jobcentre Plus clients⁸.

3.2.1 Access to Work-based Learning

Courses are available for people who have been looking for work for over 6 months. Some people may be able to join sooner.

3.2.2 Programme Centres

These centres provide extra support in finding jobs, usually for those who have been claiming benefits and looking for work for 13 weeks. They provide a range of help and advice on techniques for searching for a job, alternative jobs and training. Practical help can also be offered such as buying stamps, newspapers and stationary to help get a job.

3.2.3 Self-employment

Jobcentre Plus can offer business skills development to help clients who want to start their own businesses.

3.2.4 Skills for life training

This training is available for people who need extra help before starting job-related training.

3.2.5 Work-based learning for adults

This programme offers provision in four areas⁹:

- Short job-focused training (SIFT) offers courses of up to six weeks duration for the most job-ready;
- Longer occupational training (LOT) is for those with benefit claims of a year or more and provides longer-term training;
- Basic employability training (BET) targets those with skills for life needs and is expected to last for up to 26 weeks;
- Self-employment provision (SEP) offers support to those who want to move into self-employment.

⁸ DWP, *Jobcentre Plus Services*.

⁹ Anderson et al., National Centre for Social Research, Policy Studies Institute, *Work-based learning for adults: an evaluation of labour market effects*, DWP.

3.3 Training in the South West

3.3.1 Programme Centres

Figures for the South West show that, as at November 2003, there were 819 Programme Centre starts. For the year to November 2003, there were a total of just over 5,500 starts. The largest number of these starts was in Devon and the West of England with the fewest in Somerset.

Figure 15: Programme Centre Starts

	Nov 2003	Year to date
Cornwall	87	907
Devon	333	1,427
Dorset	40	468
Gloucestershire	79	658
Somerset	48	298
West of England	134	1,190
Wiltshire	98	628
South West	819	5,576

Source: Figures supplied by Jobcentre Plus South West Regional Office

3.3.2 Work-based Learning for Adults (WBLA)

In the year to December 2003, there were over 2,600 starts to work-based learning for adults in the South West. Within the region, Devon, the West of England and Gloucestershire saw the largest number of those starts while Dorset had the smallest number.

Figure 16: Work-based Learning for Adults

	Dec 2003	Year to date
Cornwall	25	289
Devon	71	587
Dorset	14	176
Gloucestershire	37	433
Somerset	22	398
West of England	28	477
Wiltshire	33	259
South West	230	2,619

Source: Figures supplied by Jobcentre Plus South West Regional Office

3.3.3 Gateway to Work

For those training opportunities offered through New Deal for Young People and New Deal 25 plus, there were 2,022 people on Gateway to Work in the South West in the year to November 2003. Of those, the largest numbers were again seen in Devon and the West of England with the fewest in Somerset.

Figure 17: Gateway to Work

	Nov 2003	Year to date
Cornwall	29	179
Devon	50	553
Dorset	19	182
Gloucestershire	33	278
Somerset	18	132
West of England	46	484
Wiltshire	18	214
South West	213	2,022

Source: Figures supplied by Jobcentre Plus South West Regional Office

4. The Trade Union Congress (TUC): TUC Learning Services

The TUC considers that it can make a core contribution to lifelong learning in the workplace because of their:

- Relationship with the workforce and direct access to them;
- Position to be able to persuade people who have not participated in learning since leaving school and who have lost confidence to try again;
- Direct link with employers;
- Knowledge of the learning and skills needs of the workforce, employers, geographical areas and sectors.

Underlining the TUC's role in workforce development, they have adopted the following *Learning Mission*:

The TUC aims to represent all employee interests in securing the learning and skills they require to maintain their career progression and guarantee social inclusion. We will achieve this through active union involvement in decision-making bodies at all levels. The TUC will assist unions to build their capacity to increase the take up and secure a fairer distribution of learning and skills at the workplace. We will work in partnership with employers as well as government and providers in maximising lifelong learning opportunities for union members. Our aim is to create a learning culture in every workplace and for every worker to be a lifelong learner.

4.1 TUC Learning Services

The TUC, through its 'Learning Services', supports the union role in workplace learning and skills. It operates at a national and regional level and in the South West, it exists as the TUC Learning Services South West.

4.1.1 TUC Learning Services and the TUC Education Service

TUC Learning Services works together with the *TUC Education Service* to develop and train Trade Union Learning Representatives (ULRs). The TUC Education Service offers a programme of accredited courses for stewards, safety representatives, learning reps, pension scheme trustees and other trade union representatives. ULRs have a similar role to Health & Safety Reps. Where Health and Safety Reps work to promote and maintain safe working practices, ULRs promote training and development opportunities for union members within their organisations. Promoting training and development may involve a variety of activities such as: giving union members information and advice on where to access the kind of training they want; talking to managers about the existing training opportunities at work, and persuading them to introduce new, quality-accredited training. Following a consultation exercise in 2001, ULRs are accredited in the same way as Health & Safety Reps with legislation to give ULRs the same rights to paid time off for training,

and for carrying out their duties as those enjoyed by shop stewards and other union representatives.

Information available from Learning Services South West shows that at April 2004, there were 494 Union Learning Reps and these were within 194 workplaces. Within the region, Bristol has the largest number of learning reps with 20 per cent of the total.

Figure 18: *Learning Reps by Area, April 2004*

Area	Number of Reps
Bath & NE Somerset	2
Bristol	101
Cornwall	74
Devon	73
Dorset	34
Gloucestershire	63
Somerset	34
Wiltshire	24
Unknown sub-region	23
Other unknown	66
Total	494

Source: Learning Services South West

4.1.2 Other training and development services

The TUC also offer training and development services for professional trade union officers and staff through the National Education Centre. A range of services is provided such as training; conference facilities; **learndirect** courses; a Partnership Institute providing consultancy, training and support to organisations wanting to develop positive relationships between unions, managers and employees; bespoke courses for individual unions and so on.

The TUC has set up a number of **learndirect** learning centres to help union members and their families develop new skills. The centres offer a special service to members where they can learn together with the help and support of their union and the TUC.

4.2 TUC Learning Services and funding

4.2.1 The National Union Learning Fund

The National Union Learning Fund (ULF) is an innovation measure that helps to support TUC Learning Services and its member unions to be involved in workforce development. Established in 1998, the ULF is provided by the DfES and administered by the LSC ULF team. It provides funding to help trade unions to encourage greater take-up of learning at work, and boost their capacity as learning organisations.

Applications to the fund focus on one or a number of key themes:

- A** Developing systems to support the training and development of ULRs;
- B** Skills for Life;
- C** Working with employers to improve skills and productivity;
- D** Improving access to learning, including through ICT;
- E** Improving access to learning through high quality IAG;
- F** Equal opportunity and social inclusion;
- G** Progression to further and higher education.

A report by the DfES¹⁰ shows that the ULF has supported over 400 projects from over 50 different unions, working in almost 3,000 workplaces over the six years to 2003/04 that it has been in operation. The projects have ranged from tackling skills for life needs to continuing professional development. Figures show that the funding has enabled over 36,000 people to start learning courses. It has also trained over 6,500 union learning representatives and has enabled 180 new learning centres to open.

The DfES suggest that analysis of the profile of learners shows that unions have been successful in engaging non-traditional learners, including older males, people in minority ethnic groups and shift workers. It is estimated that four-fifths of ULF learners have qualifications below NVQ level 2 or equivalent.

The report also shows the annual budget for ULF is as follows:

Figure 19: ULF Annual Budget

Year	Budget (£ million)
1998/99	2.0
1999/00	3.0
2000/01	4.5
2001/02	7.0
2002/03	9.0
2003/04	11.0
2004/05	14.2
2005/06	14.4

Source: DfES, 2004

The last ULF evaluative briefing by the DfES is for 2002/03 or Year 5 of the ULF programme. The briefing highlights the following findings:

¹⁰ DfES, *Union Learning Fund Brief 0204*, 2004.

- The ULF in Year 5 supported 112 projects, which included 65 new and 47 continuation projects;
- The 112 projects received £8.1 million in funding. The average per project was £80,000 and the average per participating union was £200,000;
- 64 projects reported direct involvement of employers, with 198 employers involved actively and a further 80, partially;
- Approximately 2,000 ULRs were trained;
- Approximately 8,800 people started courses;
- Approximately 2,000 learners achieved a qualification.

Figures show that a large proportion of these projects, 27 per cent, were countrywide and not specific to a particular region. In the South West, there were 10 projects or 9 per cent of the total.

More up-to-date information from Learning Services South West shows that, as at April 2004, there were 23 projects in operation in the South West. Of those projects, 10 were countrywide, 7 were South West based and 7 were national projects operating in some South West locations.

4.2.2 Regional Learning Works for All Fund

Learning Services South West receives support in addition to ULF through the Learning Works for All Fund innovation measure. The total amount of RDA funding available is £1 million, of which £600,000 is available for union-led projects until Autumn 2005¹¹. This funding has been used to set up the South West Workforce Development Fund, a partnership between the SWRDA, the LLSCs and ESF. It is particular to the South West region. The fund runs from January 2003 until December 2005 and supports projects in the following key areas:

- *Learning and skills*: Projects that increase participation rates in learning and raise adult skill levels;
- *Learning and working together*: Supports projects that foster partnerships between employers and employees;
- *Better balance*: Projects that strive to achieve a better balance between high quality production and the aspirations of employees to have more control over their working lives;
- *Fast track redundancy support*: For those workers threatened with redundancy, the fund will support projects that enable skills assessments for workers and advice to help them avoid redundancy or helps them get better equipped for new work.

¹¹ Centre for Organisational Effectiveness, Bournemouth University, *Learning Works for All – Project Evaluation Interim Report 1*, May 2004.

The fund is structured around three bidding rounds, which have been allocated as follows:

- **Round 1:** closed May 03 (projects to run July 03 –Dec 04). There were 16 bids to this round of which 7 unions were successful;
- **Round 2:** closed January 04 (projects to run April 04 – end Oct 05). In this round 12 unions bid and all were successful;
- **Round 3:** to close 30th July 04 (projects to run October 04- end Oct 05);
- **‘Response to Redundancy’:** Union-led projects seeking to support employees before, during or after a redundancy situation can be submitted to the Fund any time. Under this funding, 2 projects have been approved.

4.2.2.1 Achievements and outputs

The following table highlights some of the profiled and achieved outputs for the fund.

Figure 20: Profiled and achieved outputs for the fund – Round 1 and Round 2

Output type	Agreed RDA target (03-05)	Targets profiled via Rd1&2 projects (21)*	Achieved (Yr 1) by Rd 1 projects only	Comments
No. of Jobs Created or Safeguarded as a result of RDA intervention	200	127	22.2	
No. of learning opportunities created Of 30 hrs and over	630	883	201	Incomplete information – awaiting reports of activity
No. of people obtaining Level 3 and 4 NVQ or equivalent qualifications as a result of SW RDA intervention	157	Level 1 - 450 Level 2 - 188 Level 3 - 9	0	Not realistic to achieve this level of qualification July 03 to March 04. Expected to be achieved later in projects’
No. of company training needs analyses completed	126	31	3	We are counting ‘company’ surveys not number of individuals surveyed
No. of individual training plans leading to individual uptake of NVQ 2, 3 and 4 or equivalent courses	315	Level 1 - 470 Level 2 - 268 Level 3- 15	Level 2 - 8 Level 3 - 15	As with ‘L Opps over 30 hours’. We expect this to be achieved later in projects’ lifespan.
ADDITIONAL Learning Reps Trained	283	44	148	Plus 170 supported/developed
Learning opportunities less than 30 hrs		1,950	460	
Skills for life learners		565	133	

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Major conferences/events	13	100	13	(Conferences with major LWfA input)
Learning Rep Networks established	11	10	3	
People attending Information & Advice sessions		700	191	
Evaluation reports	25	23	4	Not expected until individual project end dates

Source: Learning Services South West, 2004

Figure 21: Approved projects by region and sector

Region	Industry	Round
Devon	Food & drink	1
	Manufacturing	Redundancy support
Devon & Cornwall	Creative industries	2
Cornwall	Engineering	Redundancy
	Manufacturing (x2)	2
	Public (x2)	2
Gloucestershire	Advanced engineering	1
	Public	2
Gloucestershire & West of England	Public	2
Somerset	Manufacturing (x2)	1
	Various	1
	Advanced engineering	2
West of England	Retail	2
Wiltshire	Food & drink	1
Plymouth, Bristol & Wiltshire	Retail, food & drink and manufacturing	2
South West	Printing & packaging	1
	Creative industries	2
	Construction	2

Source: Learning Services South West, 2004

5. European Funding in the South West

The 'Structural Funds' are the European Union's main instruments for supporting social and economic restructuring across the Union. They account for over a third of the European Union budget. The UK's allocation from the Structural Funds for the period 2000 - 2006 is over £10 billion¹². There are four structural funds, which are as follows:

European Regional Development Fund (ERDF)

ERDF aims to improve economic prosperity and social inclusion by investing in projects to promote development and encourage the diversification of industry into areas of low economic activity.

European Social Fund (ESF)

ESF supports activities to promote employment opportunities for all. Its aims are to:

- help unemployed and inactive people into work;
- provide opportunities for people at a disadvantage in the labour market;
- promote lifelong learning;
- develop the skills of employed people;
- improve women's participation in the labour market.

ESF helps people who need support to enter jobs, improve their skills and develop their potential to work. Many of these people face disadvantage in the labour market including long-term unemployment, lack of skills for life and qualifications, as well as members of black and minority ethnic groups and people with disabilities

European Agricultural Guidance & Guarantee Fund (EAGGF)

EAGGF is intended to stimulate the rural economy by funding projects that further the production, processing and marketing of agricultural/forestry products and the restructuring/diversification of rural areas, whilst protecting and maintaining the environment and rural heritage.

Financial Instrument for Fisheries Guidance (FIFG)

Financial Instrument for Fisheries (FIFG) is designed to help the fishing industry to become more sustainable in the long term.

A region may have access to one or more of these four structural funds, depending on whether it has Objective 1 or 2 status. All regions have Objective 3 status. In

¹² DTI, website information www.dti.gov.uk on European Structural Funds, 2004.

addition to these priority Objective areas, around 5 per cent of the Structural funds budget is allocated across four 'Community Initiatives'. These four initiatives are as follows:

1. Equal;
2. Leader +;
3. Interreg III;
4. Urban II.

There is also another programme termed 'Innovative Actions' which aims to encourage: less-favoured regions to invest in innovation and technological development with a view to reducing the lag in their development and enhancing their competitiveness; exchanges of experience and best practice in these areas by supporting in particular the creation of inter-regional thematic networks.

Therefore, there are eight programmes through which Structural Funding is delivered: Objectives 1, 2 and 3; Equal; Leader +; Interreg III; Urban II: and, Innovative Actions.

The South West region has more than £650 million available 2000-2006. Some of the programmes through which the Structural Fund money is delivered are geographically-based but others apply to the whole of the South West Region. The programmes in the South West are as follows:

Figure 22: Programmes in the South West

Programme	Areas	Applicable Structural Fund
Objective 1	Cornwall & the Isles of Scilly	ERDF, ESF, EAGGF & FIFG
Objective 2	Parts of Bristol & Plymouth, Torbay & West Somerset, along with the whole of North Devon, Torridge, West Devon & South Hams	ERDF & ESF
Objective 3	All regions	ESF
Equal	The whole of the South West region	Community Initiative of ESF
Leader +	The whole of the South West (excluding Cornwall and The Isles of Scilly)	Community Initiative
Interreg III	The whole of the South West region	Community Initiative of ERDF
Urban	South Bristol	Community Initiative of ERDF
Innovative Actions	The whole of the South West region	ERDF

For the purposes of this case study, of the programmes available, it is those with employment and skills development outcomes, primarily under ESF and through some of the Community Initiatives, rather than infrastructure or capacity building, that will be looked at.

5.1 Objective 1

The aim of Objective One is to provide assistance in regenerating the economy and in the longer term, increasing the region's wealth.

The programme runs from 2000 to the end of 2006 and over £300 million is available. The European grant is matched from UK public and private sources so that the total amount that will be invested in Cornwall and the Isles of Scilly is expected to be around £800m.

Figure 23: *Objective 1 ESF Grants awarded to projects announced to date*

Structural Fund	Projects	Grant awarded	Total cost (with match funding)
EAGGF	65 projects	£25,132,155	(£97,537,678)
ERDF	121 projects	£119,080,489	(£264,435,274)
ESF	75 projects	£31,710,646	(£73,276,430)
FIFG	86 projects	£3,734,060	(£6,511,644)
Total Grant (cumulative to date)	347 projects	£179,657,350	(£441,761,026)

Source: Objective One Partnership, as at 22/06/04

Figure 24: *Programme levels targets for core outputs, results and impacts*

Outputs	Targets
No of SMEs assisted	2,500
No of agricultural SMEs assisted	1,500
No of fishing SMEs assisted	200
No of new start business assisted	1,500
No of active labour market beneficiaries	26,000
No of adaptability beneficiaries	36,000
No of people given enterprise training	2,000
No if people supported from excluded/disadvantaged groups	19,000
Hectares of land developed	65
Square metres of premises provided	37,000m ²
Results	
Gross sales	£3,036m
Gross direct jobs	47,615
Impacts	
Net additional FTE jobs	20,997
Net additional GDP	425.6

Source: Objective One Partnership, Single Programme Document

It is anticipated that the Objective 1 programme will provide access to training opportunities for a minimum of 19,000 unemployed people and over 30,000 employees in employment. A minimum of 2,000 people will also be given access to enterprise training to support the wider business creation objectives of the Objective 1 programme.

5.2 Objective 2

This programme provides grant aid to projects that are involved in the following three priorities and 14 measures¹³:

1 Neighbourhood Renewal

- 1.1 Neighbourhood ownership, leadership and democracy (ERDF)
- 1.2 Taking forward neighbourhood regeneration (ERDF)
- 1.3 Pathway to employment (ESF)

2 SME Development, Technology and Innovation

- 2.1 Support for start ups & micro enterprises (ERDF)
- 2.2 Support for SME development (ERDF)
- 2.3 Business support for technology and knowledge based industries (ERDF)
- 2.4 Creating a better environment for business (ERDF)
- 2.5 Management and skills development for SME development (ESF)

3 A Better Future for Traditional Economies

- 3.1 Regenerating the rural economy (ERDF)
- 3.2 Investing in the rural tourism product (ERDF)
- 3.3 Investing in the tourism infrastructure of costal towns, resorts and city areas (ERDF)
- 3.4 Promotion and development of the regional distinctiveness of the area (ERDF)
- 3.5 Regenerating fishing communities (ERDF)
- 3.6 NRD and training support for traditional economies (ESF)

Figure 25: *Financial Allocations Under the ESF funded priorities of Objective 2*

Financial Allocations, Fully Eligible Areas, €M				
	ESF	UK Public	Private	Total Costs
Measure 1.3	7.352	8.986	-	16.338
Measure 2.5	17.155	20.967	2.000	40.122
Measure 3.6	10.153	12.409	2.000	22.562

Source: Objective 2 Programme Compliment, June 2002, GOSW

Financial figures are presented in Euro, the currency in which financial allocations were made. As the £ Sterling/Euro exchange rate can vary significantly over time, corresponding figures in sterling were not presented in the Programme Compliment.

¹³ GOSW, *Objective 2 Programme for the South West 2000 – 2006 Programme Compliment*, June 2002

At the time the Single Programming Document was drafted the Sterling/Euro exchange rate was about €1=£0.59.

5.2.1 Projected programme outputs, results and impacts

Figure 26: Measure 1.3 targets

Outputs	Fully Eligible Areas, Target
People assisted	5,500
People trained	4,500
People working towards a qualification	3,000
Trainers trained	70
Capacity building projects	15
Women receiving training	2,500
Disabled people receiving training	75
Members of ethnic minorities receiving training	120
People trained in ICT	600
People achieving an ICT-related VQ	200
People trained in environmental management	300
Results	
Beneficiaries in work on leaving	1,660
Beneficiaries going on to other training	1,000
Beneficiaries moving into self-employment	135
Positive outcomes on leaving ¹	2,800
People securing a VQ ²	1,500 (50%)
Impacts	
Residents in employment 6 months after ESF support net of deadweight	1,100
Unemployed in work after ESF support	359

Notes: ¹moving into employment or further training

²as a % of those working towards a qualification

Source: GOSW, 2002

It is anticipated that 1,660 beneficiaries will be in work with 1,000 going on to other training. There is a final impact target of 1,100 residents to be still in employment 6 months after receiving support.

Figure 27: Measure 2.5 targets

Outputs	Target
SMEs assisted with training	1,500
SME employees trained	9,500
Other individuals trained	2,000
Guidance and counselling beneficiaries	3,000
Number of research/labour market reports	10
Trainers trained	50
People working towards a qualification	7,500
Women receiving training	5,000
Women receiving higher level training	1,400
Disabled people receiving training	180
Number of disabled people receiving higher level training	110
Members of ethnic minorities receiving training	110
Members of ethnic minorities receiving higher level training	40
People provided with environment-related training	200
Results	
Training beneficiaries attaining/making progress towards a qualification	3,500
People securing a VQ ¹	2,500 (33%)
Beneficiaries achieving a positive outcome ²	9,000
Impacts	
Individuals in employment six months after the end of ESF support	8,265

¹Expressed as a percentage of those working towards a qualification

²moving into employment or further training

Source: Objective 2 Programme Compliment, June 2002, GOSW

Figure 28: Measure 3.6 targets

Outputs	Target
People given advice and guidance	4,000
People trained	14,000
SMEs employees trained	9,374
SMEs assisted	1,339
Research/labour market reports	10
Women receiving support	5,500
Trainers trained	30
Working towards a qualification ¹	5,000
Women receiving training	5,500
Women receiving higher level training	1,600
Disabled people receiving training	220
Disabled people receiving higher level training	110
Members of ethnic minorities receiving training	115
Members of ethnic minorities receiving higher level training	60
People trained in environmental management	150

People provided with environment-related training	100
Results	
People gaining a qualification ¹	2,500
People attaining a positive outcome on leaving ²	11,383
Impact	
Individuals in employment six months after the end of ESF support	8,035

¹NVQ or other qualification, e.g. relating to numeracy or literacy

²moving into employment or further training or having travelled distance e.g. in terms of confidence boosting

Source: Objective 2 Programme Compliment, June 2002, GOSW

5.3 Objective 3

The Objective 3 programme provides assistance to projects under the following five priorities/policy fields and twelve measures¹⁴:

Priorities/Policy Fields	Measures
1 Active labour market policies	1.1 Advice and guidance for active and continuous job search strategies
	1.2 Improve the employability of unemployed people, returners and young people of working age
2 Equal opportunities for all and promoting social inclusion	2.1 Access to skills for life provision
	2.2 Improve employability and remove barriers to labour market entry
	2.3 Combating discrimination in the labour market
3 Lifelong learning	3.1 Promoting wider access and participation in lifelong learning
	3.2 Lifelong learning provision responsive to the changing needs of employers
4 Adaptability and entrepreneurship	4.1 To update and upgrade employees' vocational skills, including basic and key skills
	4.2 Identifying and meeting emerging skills' shortages
	4.3 Entrepreneurship and competitive SMEs
5 Improving the participation of women in the labour market	5.1 To improve access to learning and remove barriers to employment
	5.2 Research into gender discrimination

¹⁴ DTZ Piedad Consulting, *ESF Objective 3 Regional Development Plan 2000 – 2006*, GOSW, 2002.

Figure 29: *ESF Objective 3 Allocation 2000 – 2006 (£000s)*

Measure	Total 2000 - 2006
1.1	5,518.4
1.2	49,666.3
2.1	9,191.8
2.2	43,233.7
2.3	2,758.9
3.1	44,772.3
3.2	19,102.4
4.1	11,037.0
4.2	12,416.6
4.3	4,129.9
5.1	7,428.7
5.2	3,183.7
Total	212,439.8

Source: GOSW, 2002

The largest financial allocations are under three measures: 1.2 *Improving Employability* (21% of Objective 3 budget); 3.1 *Promoting Wider Access* (20.5% of funds); 2.2 *Removing barriers... for disadvantaged groups* (19.8% of funds). The smallest allocations are in measures 2.3 and 5.2.

Figure 30: Funding to projects in the South West sub-regions by measure (value in £000s)

Measure	Bournemouth, Dorset & Poole	Devon	Gloucestershire	Somerset	West of England	Wiltshire & Swindon	Cornwall	South West	Total 2000 - 2006
1.1	-	866	-	-	78	-	-	-	944
1.2	754	3,576	2,794	505	2,519	225	-	-	10,374
2.1	475	-	804	516	145	374	-	-	2,315
2.2	3,001	4,146	496	288	1,809	2,050	-	1,249	13,039
2.3	48	103	142	-	152	-	-	36	481
3.1	1,384	2,876	770	1,393	705	470	48	579	8,225
3.2	-	1,609	394	-	595	-	-	102	2,700
4.1	1,266	566	1,081	195	292	-	-	-	3,400
4.2	1,039	328	302	131	206	-	-	292	2,298
4.3	365	619	-	-	-	-	-	288	1,272
5.1	555	497	-	-	386	57	-	-	1,494
Total	8,888	15,187	6,782	3,027	6,887	3,176	48	2,546	46,541
% of allocation to sub-region	19.1	32.6	14.6	6.5	14.8	6.8	0.1	5.5	100.0

Notes: Figures show the absolute value of funds allocated by measure from 2000 to 2006.

Source: GOSW, 2002

- Devon has received almost 33% of total funding for ESF projects. Projects related to measure 1.1 in Devon have received 92% of the total amount for the South West and those related to 3.2 have received 60%;
- In Bournemouth, Dorset and Poole projects related to measure 4.1 have received 37% and those related to 4.2, 45% of the total for the South West;
- Gloucestershire received 15% of funding. The largest proportion of funding has been allocated for projects under measures 2.1 and 4.1;
- In the West of England, the largest proportions of funding have been allocated to support measures 2.3 and 1.2;
- Somerset and Wiltshire & Swindon have received a smaller proportion of the ESF Objective 3 allocation compared with other sub-regions.

5.3.1 Projected programme outputs, results and impacts

The UK's Objective 3 delivery plan, the 'English Operational Programme' (EOP), includes a series of annual targets. For each priority/policy field, the funding allocation is given together with the total number of beneficiaries. Other activities, or output indicators, and results are given as a proportion of the total number of beneficiaries or as a proportion of particular target groups. The targets are indicative only and are an indication of the expected figures for a typical year at an exchange rate of £0.61 per euro. The beneficiaries numbers are based on an estimate of the share of funding likely to go to one of five different types of activity:

1. Advice and guidance;
2. Business start-up;
3. Research;
4. Support to systems and structures;
5. Training/work experience/ integrated support.

An associated average ESF cost was derived for each of these activities based on previous ESF costs data. GOSW is currently collecting data from existing projects in relation to policy fields' achievements to enable further progress of targets.

5.3.2 Policy Field – Annual Targets

Figure 31: Policy Field 1 – Annual Targets

	England	South West
Funding (£)	100,263,408	5,171,329
Number of beneficiaries	193,382	10,056
% of young people receiving help before 6 months	86%	
% of women receiving support	42%	
% of beneficiaries completing their courses	71%	
% of adults receiving help before 12 months	33%	
% working towards a qualification	60%	
% positive outcomes on leaving	70%	
% in work on leaving	40%	
% moving into self-employment	3%	
Appropriate soft outcomes		
Number of unemployed in work after ESF support (net of deadweight)	5,225	272

Source: GOSW, 2002

Figure 32: Policy Field 2 – Annual Targets

	England	South West
Funding (£)	99,084,272	5,071,501
Number of beneficiaries	255,806	13,302
% of women receiving support	42%	
Number of trainers trained	4,480	223
% working towards a qualification	60%	
Number of capacity building projects	221	11
Number of research projects	124	6
% positive outcomes on leaving	63%	
% in work on leaving	34%	
Appropriate soft outcomes		
% moving into self-employment	3%	
Numbers in work 6 months after ESF support (net of deadweight)	5,457	284

Source: GOSW, 2002

Figure 33: Policy Field 3 – Annual Targets

	England	South West
Funding (£)	106,085,392	5,789,424
Numbers participating in lifelong learning	73,387	4,036
% of women receiving support	50%	
% completing their courses	85%	
% working towards a qualification	100%	
Number of research/labour market analysis projects	424	23
Number of trainers trained	20,664	1,137
Number of capacity building projects	136	7
% of leavers gaining a qualification	61%	
% in work or further study on leaving (and at 6 months)	92%	
Net increase in participation in lifelong learning from ESF support	36,693	2,018

Source: GOSW, 2002

Figure 34: Policy Field 4 – Annual Targets

	England	South West
Funding (£)	44,475,536	2,508,751
Number of beneficiaries getting self-employment help	2,619	147
Number of companies helped	9,779	548
Number of employees helped	18,860	1,056
Number of trainers trained	5,569	312
% of women receiving support	33%	
% working towards a qualification	0.6	
Number of research/labour market analysis projects	334	19
Survival rate of self-employment at 18 months	50%	
% of beneficiaries gaining a qualification	64%	
Net number of new businesses running after 18 months	655	37
Net number of jobs safeguarded by ESF support	943	53
Net number of jobs created through support for self-employment	1,725	97

Source: GOSW, 2002

Figure 35: Policy Field 5 – Annual Targets

	England	South West
Funding (£)	18,487,039	963,326
Number of beneficiaries	8,883	462
% women beneficiaries	100%	
% of projects offering childcare facilities	0%	
Number of research projects	139	7
% positive outcomes for women	88%	
% of parents with children under 5 in work 6 months after ESF	28%	
% of women setting up in business	0%	
% of women going into non-traditional occupations	0%	
Appropriate soft outcomes		
Net % increase in female labour market participation of beneficiaries after ESF support	10%	

Source: GOSW, 2002

5.4 EQUAL

Funded through the ESF, EQUAL is an initiative which tests and promotes new means of combating all forms of discrimination and inequalities in the labour market, both for those in work and for those seeking work, through transnational co-operation. It develops good practice that can enhance the delivery of mainstream UK

and Structural Fund activity. The programme is focused on five pillars and eight themes:

1. Employability
 - a) Facilitating access to the labour market
 - b) Promoting opportunities for ethnic minorities
2. Entrepreneurship
 - c) Opening business creation to all
 - d) Strengthening the social economy
3. Adaptability
 - e) Promoting lifelong learning
 - f) Raising the adaptability of businesses and people
4. Equal Opportunities
 - h) Reducing gender inequalities
5. Asylum Seekers
 - i) Supporting asylum seekers.

EQUAL funds the activities of strategic partnerships called Development Partnerships, which operate across the eight themes. Development Partnerships can be made up of a minimum of two partners and they will usually be from the public, private or voluntary sectors.

EQUAL operates in stages called Actions 1, 2 and 3. Action 1 is the first stage and lasts up to six months, during which Development Partnerships prepare their programme of activities. Action 2 covers the implementation of the activities approved in Action 1. Action 3 is for the networking and dissemination of good practice.

The first round of EQUAL (2001-2004) had £100 million available with currently 76 Development Partnerships nationally¹⁵.

5.4.1 Projects in the South West

The following is a list of projects that are active in the South West. This includes multi-regional, English and national projects.

¹⁵ GOSW, *Equal Bulletin*, 2004.

Figure 36: Round One Projects Active in the South West

Development Partnership	Lead Partner
Theme A: Facilitating Access	
Cornwall Inclusive Learning Partnership	Cornwall County Council – c/o Cornwall EYDCP
Creative Renewal	Metier
SEQUAL	University of Surrey
Voices Without Frontiers/ Community	Community Media Association
Women Into Work	SOVA
Theme B: Ethnic Minorities	
CREATS – Co-operating for Racially Equal Access to Training and Employment	The CEED (Charity) LTD
Linking Equal Access for the Disadvantaged and Excluded Refugees (LEADER)	Education Action International
Working Broadband GB	Abi Associates Ltd
Theme C: Business Creation	
Accelerating Women's Enterprise (AWE)	Foundation for SME Development,
Business Mentoring: An EQUAL Partnership	The Prince's Trust
CREATE - Creating EQUAL Access to Entrepreneurship	Hertfordshire Business Centre
Theme D: Social Economy	
Alliance for Communities and Enterprise (ACE) Development Partnership	Gloucestershire County Council
EQUIPE	University of Gloucestershire
Theme E: Lifelong Learning	
Building Opportunities through Workplace Learning	Trades Union Congress
Community Learning and Innovation Partnership (CLIP)	Gloucester County Council
Lifelong Learning/Active Ageing	Centre for Sheltered Housing Studies(CSHS)
Theme F: Adaptability at Work	
Use of ICT in Rural Industries	Cornwall College
Theme H: Gender Equality	
Fuirich Transport	NTP Ltd
Theme I: Asylum Seekers	
UK Asylum Seekers DP- Asset UK	British Refugee Council

Source: ECOTEC¹⁶

¹⁶ www.equal.ecotec.co.uk.

5.5 LEADER +

LEADER+ assists rural communities to improve their economic prosperity and quality of life. Partnerships of local organisations receive through the LEADER + programme funding for two purposes:

- To identify development needs within their rural communities; and
- To develop and test small-scale, innovative, sustainable pilot projects.

Within the South West, there are five local action groups involved in LEADER+:

1. *Blackdown Hills Rural Partnership*: Adding value to local products and making the best of natural and cultural resources. www.blackdown-hills.net;
2. *Dorset Chalk and Cheese*: Adding value to local products. www.chalkandcheese.org;
3. *Somerset Levels and Moors*: Adding value to local products and making the best use of natural and cultural resources. www.somersetlevels.org.uk;
4. *Sustain the Plain*: Improving the quality of life in rural areas and making the best of natural and cultural resources. www.communityfirst.org.uk;
5. *Teignbridge Rural Regeneration Partnership*: Improving the quality of life in rural areas. www.teignbridgeleader.org.uk.

5.6 INTERREG III

INTERREG III is a community initiative to promote transnational cooperation on spatial planning. The overall aims are to try and insure that national bodies are not a barrier to harmonious integration.

5.7 URBAN II

This innovative European Programme aims to provide opportunities for young people to shape their own futures and to be involved in the regeneration of their communities and local environment. Its primary focus is on young people under 30 who are involved in the management of the Programme and as beneficiaries.

The programme operates in the south of Bristol covering parts of the wards of Hartcliffe, Witherwood, Knowle, Whitchurch Park, Hengrove and Filwood. The Programme will have access to some £6.7m of European Funding to the end of 2006.

The programme has three themes/priorities:

1. **Our Jobs:** breaking barriers to employment and social inclusion and raising skills levels and increasing access to job opportunities.
 - Measure 1.1: Jobs
2. **Our Place:** improving the local environment and facilities & improving community safety and the health of local people.
 - Measure 2.1: Improving the area
 - Measure 2.2: Preventing crime
3. **Our Future:** promoting the active involvement of young people in their communities & giving young people the chance to influence and direct change in the area.
 - Measure 3.1: Getting together

5.7.1 Priority 1: Our Jobs

This Priority has been allocated EURO 2,555,522 of ERDF support. The total expenditure of this Priority will be EURO 5,461,285¹⁷.

¹⁷ GOSW, *Bristol Urban II Programme Complement – draft*, June 2004.

Figure 37: Measure 1.1 - Outputs

Indicator	Target
Outputs	
Number of SMEs assisted	20
Participants on training/qualifications measures*	300
No of people receiving training in childcare skills	25
Suggested Non-Core Indicators	
Number of young people getting self-employment, start-up or youth enterprise support	100
Number receiving employment advice and guidance	500
* Of which:	
Number of work experience/ILM places	50
Number of employer-based work training places	50
Number of taster courses	50
Number of people participating in skills for life courses	50
Number of people participating in ICT training courses	50
Number of people accessing learning opportunities	50
Results	
Number of Jobs Created and Safeguarded*	380
Number of Business Start-Ups	20
Suggested Additional Indicators	
Number of people holding higher level HE/FE qualifications	30
Impacts	
Narrowing of Unemployment Rate with Bristol average for those under 30 years of age (%)	0.75
Suggested Additional Indicators	
Number of alternative curricular employment/education initiatives	3

Source: Bristol Urban II Programme Complement - draft, June 04, GOSW

5.7.2 Priority 2: Our Place

This Priority has been allocated EURO 4,578,535 of ERDF support. The total expenditure of this Priority is estimated to be EURO 9,757,080¹⁸.

¹⁸ GOSW, *Bristol Urban II Programme Complement – draft*, June 2004

Figure 38: Measure 2.1 - Outputs

Indicator	Target
Outputs	
Number of Environmental Improvement Schemes	5
Sq. m of green spaces created or improved	81,000
Sq. m of other public areas created or improved	41,000
Sq. m of public buildings created or improved	30,000
Km of upgraded cycle track	7
Suggested Additional Indicators	
Number of community-based transport schemes	1
Results	
<i>Suggested Additional Indicators</i>	
% of people using local open spaces	Increase by 25%
% of people satisfied with the quality of open space	Increase by 25%
Impacts	

Assessed under other Measures

Source: Bristol Urban II Programme Complement - draft, June 04, GOSW

Figure 39: Measure 2.2 - Outputs

Indicator	Target
Outputs	
Number of Diversionary Schemes	8
Suggested Additional Indicators	
Number of local drug rehabilitation centres established/supported	1
The % of victims receiving support from one of the support agencies	100%*
Number of Anti-Crime Initiatives	3
The number of local media campaigns supported	10
Number of visits to schools or youth organisations addressing bullying, drug use or offending behaviour.	500
Results	
Suggested Additional Indicators	
Number of ex-offenders gaining employment	25
Impacts	
Suggested Additional Indicators	
Reduction in fear of crime	10%
Reduction in repeat offending	10%
Reduction in reported crime (excluding domestic violence)	10%

Source: Bristol Urban II Programme Complement - draft, June 04, GOSW

5.7.2 Priority 3: Our Future

This Priority has been allocated EURO 2,661,961 of ERDF support. The total expenditure of this Priority will be EURO 5,504,361.

Figure 40: Measure 3.1 - Outputs

Indicator	Target
Outputs	
Suggested Additional Indicator	
Number of young people aware of URBAN II programme and projects over the lifetime of the Programme	1000
Number of young people involved in accredited mentoring and buddying and volunteering schemes	100
The number of community groups assisted	20
The number of networking events and/or exchange visits	2 per annum
The number of press releases (TV& Newspaper)	6 per annum
The number of newsletters	4 per annum
The number of events	4 per annum
The number of young persons participating in exchange visits	20 per annum
Results	
Number of young people involved in the design, implementation or management of the programme or its funded projects	150
Suggested Additional Indicator	
Number of young people participating in making changes (youth forums, councils, management committees, UPG)	50 per annum
Impacts	
Suggested Additional Indicator	
Number of sustainable community projects run by young people	10
Number of young people benefiting from increased activity	20% (circa 2,400)

Source: Bristol Urban II Programme Complement - draft, June 04, GOSW

There are currently 19 projects approved which are as follows:

Measure	Approved
1.0	8
2.1	4
2.2	2
3.0	5
3.1	0
TOTALS	19

Notes: projects correct as at 29 June 2004.

5.8 Innovative Actions

The ERDF supports a number of 'innovative actions' in Objective 1 and/or 2 regions. The purpose of such actions is to help prepare innovative methods and practices with a view to improving the quality of assistance under Objectives 1, 2 and 3. For 2000-2006, there are three strategic themes for innovative actions: knowledge and

technological innovation, exploiting the potential of the information society, and regional identity and sustainable development.

5.8.1 Inspire South West

Under the Innovative Actions programme, the European Commission have approved Euro 2.99 million for a regional programme of innovative actions 'Inspire South West'. In 2003-2004¹⁹, the European funding will attract Euro 2.99 million further investment from the public sector and Euro 0.29 million from private, totalling Euro 6.26 million. The programme will reach companies which do not currently access innovation support services by showing that innovation is key to maintaining business competitiveness and improving productivity.

There are currently seven projects that have had funding agreed through the 'Inspire' programme, although there are several more awaiting approval. The projects are as follow:

- *Business West and partners* – Business Innovation for Growth project which incorporates the 'Quickmark' and Strategic Alliances approaches;
- *Young Foresight SW of England* – which will introduce new technologies and innovation into schools within the SW region;
- *Young Innovation (Envolve)* – which will develop green innovation challenges in schools, working with local SMEs;
- *NETMAP (Great Western Enterprise)* – which will provide in-depth research into (and increase) business-to-business networking in the SW region;
- *Gloucestershire Year of Innovation (University of Gloucestershire)* – which will deliver a year of awareness-raising activity themed around business innovation, and delivered through novel approaches;
- *Business Link Devon & Cornwall - PROFIT* - this will encourage businesses to innovate through more practical hands-on support via Innovation Mentors and business support network;
- *University of Bath* - to establish a sector-based technology panel for the aerospace/space sector.

¹⁹ http://europa.eu.int/comm/regional_policy/innovation/prog2001_en.htm

6. Local Government

Local government has been the subject of a new 'Local Government Pay & Workforce Strategy' under the vision of:

The right numbers of people in the right places with the right skills to deliver improved services, greater efficiency and better customer focus in front line services.²⁰

The strategy was developed by the Office of the Deputy Prime Minister (ODPM) and the Employers' Organisation for local government (EO). It is supported by the Cabinet Office's Office for Public Services Reform, the Local Government Association, most local authorities, Regional Employers' Organisations and other key national stakeholders. The challenges facing local government were summarised into five key areas for priority:

1. Developing leadership capacity;
2. Developing the skills and capacity of the workforce at all levels;
3. Developing the organisation, including equality and diversity issues;
4. Resourcing local government through better recruitment and retention;
5. Pay and rewards.

In terms of key area 2, *Developing the skills and capacity of the workforce at all levels*, several priorities were identified, which included: developing management skills; focusing on the use of new technologies, especially 'e' skills; increasing training and development for front-line staff; and the adoption of 'skills pathways' in developing training. Several initiatives are already underway to support the delivery of 'skills pathways' and these include:

- The development of the Local Government Skills Strategy by the EO, the DfES and LSC;
- Campaign for Learning action research projects with EO and Unison supporting funded action learning for front line skills;
- Cross-government initiatives.

There are also a number of targets set up to support the delivery of key area 2, which include the development of regular skills audits in place by March 2005, and regional skills and capacity building initiatives in place by July 2004.

All authorities have been asked to develop and implement a Workforce Development Plan by March 2005.

²⁰ ODPM & the Employers Organisation, *The Local Government Pay & Workforce Strategy – Version 2, A Summary*, 2003.

6.1 The Employers' Organisation (EO)

The EO exists as the organisation representing local governments. It aims to enable local councils to achieve better standards of people management and service improvement. The four corporate priorities for the EO are centred around the following:

1. Helping to develop the local government workforce;
2. Supporting the drive for high performance people management;
3. Modernising employment relationships in local government;
4. Supporting local councils seeking to achieve higher standards in the promotion of diversity at work and equality of provision.

The EO has received additional funding from the ODPM and the Local Government Association (LGA) to help improve people management and develop capacity within local authorities. The areas covered include the following:

- Expanding the EO national graduate scheme from 50 to 100 students;
- Increasing EO regional skills and capacity initiatives to address skills, recruitment and retention issues;
- Establishing twelve demonstration projects focusing on high-performance people management projects and employee partnership in the workplace;
- Piloting a middle managers' development programme;
- Developing a local government skills framework;
- Tackling procurement skills shortages.

6.1.1 The EO and the Workforce Strategy

The EO has appointed a Regional Skills and Capacity Advisor (RSCA) in each region to enable local authorities to assess and address their individual and regional skills needs. The EO has also developed a range of initiatives to develop the skills and capacity of the local government workforce:

- *Skills Frameworks for front-line staff* – Developing career pathways for front-line staff in social services, teaching and public protection. There are also projects to improve skills for life and the skills of school support staff. The EO has supported the establishment of new foundation degree courses in local government management;
- *National Management Development Framework* – EO are developing a framework to identify the current and evolving competencies needed by successful managers at various levels throughout local government;

- *Middle Managers' Development* – In conjunction with Warwick University and the Open University, the EO are creating a middle managers' development programme;
- *Managers' E-Government Development Programme* – This will, from April 2004, provide managers with the information and skills to modernise their services and make use of technology. It will also support achievement of the operational requirements within the 2005 e-government targets set by the E-Envoy;
- *Procurement Competencies* – Two frameworks have been designed to enable authorities to identify the procurement skills required to design training programmes;
- *People Skills Scoreboard* – This is a survey which identifies the level of local authority investment in training and development to serve as a benchmark for authorities to compare their performance against UK, regional and authority type averages.

6.1.2 EO and the generic skills framework

As part of supporting one of the key priorities identified by both the Pay Commission and the *Local Government Pay and Workforce Strategy* of training and developing front line staff, EO have developed a range of supporting products and services. These include:

- Developing a Generic Skills Framework for local government;
- Developing National Skills Partnerships to support skills development at a local level;
- Identifying and developing new and existing qualifications to meet generic skill needs;
- Identifying and developing new and existing learning materials and resources to help raise the generic skills levels within the local government.

6.1.2.1 Qualification in Democratic Services

The EO, together with practitioners across the UK, relevant professional bodies and the Open University, have been developing two new awards for staff working in Democratic Services. The qualifications are competence-based and have a number of optional units that allow candidates to choose specialist routes that best reflect their job responsibilities. The awards are now available from the Open University.

6.1.2.2 The managers' e-government development network

This is a service to support and develop the skills of local authority managers involved in delivering service improvements through innovation, customer focus and application of new technologies. The network will support service managers through the key stages of implementing electronic service delivery and it offers access to information and advice, new skills and knowledge, and a support network to help service managers enable e-government.

6.1.2.3 e-skills and the e-skills planner

As part of enabling local authorities towards their 2005 Electronic Service Delivery (ESD) target, the EO have developed an e-skills planner toolkit. The toolkit includes the following:

- *Case Studies* - A databank of information about how local authorities are developing e-skills. The case studies outline the approaches that authorities are taking;
- *E-Government Skills Map* – This provides information on the key skills needed for the development of electronic service delivery;
- *E-Skills Health Check* – This is a series of questions around e-skills planning;
- *Planning Stage Model* – A number of key stages or milestones in developing and implementing e-skills within a local authority and the planner outlines those.

6.2.1.4 Postgraduate courses in educational psychology

This is a grant scheme for the training of educational psychologists. The grant scheme is available to applicants permanently resident in the UK who intend to seek a permanent position as an educational psychologist with a local education authority in England or Wales after successful completion of the programme.

6.2.1.5 European computer driving licence (ECDL)

The EO has developed this section on ECDL on its website specifically for the local government community. It has also developed a guide for local authorities called the 'ECDL menu' which introduces ECDL and how to make use of and access the qualification for staff.

6.2 Training and Development in Local Government

Information from the *People Skills Scoreboard*²¹ provides information on training and development in local government. The Scoreboard is an annual survey of local authorities which primarily looks at local authority participation across Investors in People (IiP) and the Public Service Excellence Model, investment in employee training, payroll costs and the number of employees, labour turnover, and training days.

Although the data is available for England and English regions, regional data is affected by the response rate from local authorities. As seen in the tables presented, the South West figures for 2001 are based on the largest number of responses and are perhaps a better reflection of what is happening amongst local authorities than, say, those presented for 2002.

²¹ EO 2002, *People Skills Scoreboard*, 2002.

6.2.1 Investors in people (IiP)

The data shows, certainly for 2001, just under half (48.3%) of the local government workforce covered by IiP, in line with the average for England at 50.8 per cent.

Figure 41: Investors in People (IiP) as a percentage of authorities

	South West			England		
	2001	2002	2003	2001	2002	2003
Awarded to whole authority	36	60	71	38	49	51
Awarded to part authority	55	20	14	39	33	33
% of local govt. workforce covered by award	48.3	87.9	29.7	50.8	64.3	68.7
<i>Base number of respondents</i>	11	5	7	142	130	150

Source: Employers Organisation for Local Government, People Skills Scoreboard.

6.2.2 Labour Turnover

The data suggests that the South West has a slightly higher level of labour market turnover than is seen nationally, and this is seen across 2001 to 2003.

Figure 42: Median labour turnover

	South West			England		
	2001	2002	2003	2001	2002	2003
Median Labour turnover (% per annum)	15.7%	14.0%	16.4%	13.0	13.6	14.1
<i>Base number of respondents</i>	10	4	7	131	116	134

Source: Employers Organisation for Local Government, People Skills Scoreboard.

6.2.3 Investment in training

On average, across 2001 to 2002, between 1.5 and 2 days of off-the-job training are provided per annum per employee in the South West, and this is in line with the average for England.

In the region, the proportions of training expenditure are spent on professional qualifications, CPD, ICT and management development.

As a percentage of payroll, expenditure is between 1.2 and 1.5 per cent for the South West. Expenditure per employee is higher in the South West than is seen nationally. Averages over the figures for 2001 to 2003 show the South West to have an average of £231 compared with £185 nationally. However, this may be a reflection on the larger sample size for the England figures.

Figure 43: Investment in training

Investment in training	South West			England		
	2001	2002	2003	2001	2002	2003
Average number of off-the-job training days (per employee p.a.)	2.0	1.5	0.7	1.8	1.4	1.8
<i>Base number of respondents</i>	5	3	1	88	84	92
% of authorities with time recording system(s) measuring on-the-job training	50%	25%	29%	21%	17%	17%
- of which, average % of employees covered	49.3			37.4%	53.2%	40.9%
<i>Base number of respondents</i>	10	4	7	139	121	144
Proportion of training expenditure						
Professional qualifications	18	8	12	12	13	11
National/Scottish Vocational Qualifications	9	4	1	9	9	10
Other Vocational Qualifications	1	0	0	2	3	3
Management development	14	10	26	14	15	14
Continuing Professional Development	16	24	10	12	12	15
Generic training of which;						
- Health and safety (inc. First Aid)	9	10	9	8	7	9
- Equal Opportunities/positive action	4	5	10	4	5	4
- Information communication technology	16	14	15	13	12	13
- Customer care	2	5	5	5	4	5
Other training	12	21	13	22	20	16
Total	100	100	100	100	100	100
<i>Base number of respondents</i>	6	2	5	91	89	85
Total gross training expenditure as % of payroll	1.3%	1.5%	1.2%	1.2%	1.0%	1.1%
<i>Base number of respondents</i>	9	4	6	121	116	121
Total gross training expenditure per employee	£ 219	£ 240	£ 236	£ 176	£ 173	£207
<i>Base number of respondents</i>	9	4	6	126	117	128

Source: Employers Organisation for Local Government, People Skills Scoreboard.

6.2.4 Value added by training and development

In terms of recognising the value added by training and development, the proportion of authorities undertaking formal evaluation of costs and outcomes of training activities is lower in the South West when compared nationally. 2001 figures show 36 per cent for the region compared with 52 per cent for England. Again, however, sample size may be an issue.

In terms of the proportion of employees receiving appraisals or development plans, figures for the South West are higher than is seen nationally.

Figure 44: Value added by training and development

	South West			England		
	2001	2002	2003	2001	2002	2003
% of authorities undertaking formal evaluation of the costs and outcomes of training activities	36%	40%	14%	52%	63%	49%
<i>Base number of respondents</i>	11	5	7	141	126	142
Of which:						
- % of authorities where training activities had improved performance against service targets	75%	100%	100%	57%	71%	68%
<i>Base number of respondents</i>	4	2	1	74	78	69
% of authorities conducting staff appraisals and/or staff development plans	100%	100%	100%	99%	99%	100%
Of which, average % of employees:						
- receiving appraisal	91	100	93	79	82	89
- with development plans	94	100	92	73	78	80
<i>Base number of respondents</i>	11	5	7	142	129	146

Source: Employers Organisation for Local Government, People Skills Scoreboard.

ANNEX 4: FURTHER DETAILED TABLES

This annexe includes further tables as detailed in the main document text.

Main document figure reference: Fig 4

Figure 45: Percentage of those in employment of working age who are self-employed, 2002

Area	Working age population	Number self-employed	% of working age in employment who are self-employed
England	22,476,000	2,663,000	11.8
East Midlands	1,944,000	221,000	11.4
Eastern	2,561,000	331,000	12.9
London	3,286,000	445,000	13.5
North East	1,047,000	85,000	8.1
North West	2,913,000	305,000	10.5
South East	3,866,000	503,000	13.0
South West	2,293,000	314,000	13.7
West Midlands	2,353,000	236,000	10.0
Yorkshire and The Humber	2,213,000	223,000	10.1
Local Authority county & unitary areas			
Bath and North East Somerset	82,000	11,000	12.9
Bournemouth	74,000	10,000	13.7
Bristol	187,000	19,000	10.0
Cornwall and Isles of Scilly	214,000	41,000	19.0
Devon	322,000	54,000	16.9
Dorset	168,000	27,000	16.2
Gloucestershire	266,000	38,000	14.1
North Somerset	90,000	13,000	14.4
Plymouth	106,000	7,000	6.2
Poole	65,000	8,000	11.9
Somerset	234,000	30,000	12.9
South Gloucestershire	126,000	14,000	10.8
Swindon	93,000	7,000	7.0
Torbay	53,000	9,000	17.9
Wiltshire	213,000	28,000	13.0
Local LSC areas			
Bournemouth/Dorset/Poole	307,000	45,000	14.7
Devon/Cornwall	695,000	111,000	16.0
Gloucestershire	266,000	38,000	14.1
Somerset	234,000	30,000	12.9
West of England	484,000	56,000	11.5
Wiltshire/Swindon	306,000	34,000	11.2

Source: ONS, local area Labour Force Survey, 2002.

Main document figure reference: Fig 5

Figure 46: Number of businesses, employment and turnover¹ in the private sector and public corporations at the start of 2001, by size of business

	Size (number of employees)	Size (number of employees)			
		(=100%)	None ²	1-49	50-249
Businesses					
United Kingdom	3,746,340	69.3	29.8	0.7	0.2
England	3,264,905	69.7	29.4	0.7	0.2
North East	97,000	65.7	33.2	1.0	0.2
North West	349,780	66.3	32.6	0.9	0.2
Yorkshire and the Humber	256,295	66.0	32.9	0.9	0.2
East Midlands	236,365	65.7	33.2	0.9	0.2
West Midlands	289,930	65.9	33.0	0.9	0.2
East of England	386,530	70.2	29.0	0.7	0.2
London	674,280	74.8	24.4	0.6	0.2
South East	625,510	71.5	27.7	0.6	0.2
South West	349,220	69.4	29.9	0.6	0.1
Employment (000s)					
United Kingdom	22,622	12.8	30.6	12.0	44.6
England	19,885	12.7	29.8	11.8	45.8
North East	693	10.3	30.4	13.2	46.0
North West	2,175	12.0	33.5	13.9	40.6
Yorkshire and the Humber	1,785	10.9	30.6	12.8	45.7
East Midlands	1,559	11.3	32.1	13.4	43.2
West Midlands	1,997	10.6	30.8	12.7	45.8
East of England	2,203	13.7	30.7	11.2	44.4
London	4,476	11.8	21.8	9.4	57.0
South East	3,285	15.0	31.4	11.9	41.6
South West	1,712	16.3	37.0	11.5	35.2
Turnover (£million exc VAT)					
United Kingdom	2,112,013	7.2	29.0	15.1	48.6
England	1,913,938	7.2	28.4	14.8	49.6
North East	58,071	6.4	23.4	15.5	54.8
North West	177,996	6.5	31.2	17.9	44.3
Yorkshire and the Humber	136,439	6.3	30.7	16.2	46.9
East Midlands	125,275	6.2	31.6	16.5	45.8
West Midlands	167,547	6.1	29.5	15.1	49.3
East of England	217,173	6.2	26.7	12.7	54.3
London	540,622	7.8	26.3	14.8	51.1
South East	360,331	7.8	27.3	14.2	50.7
South West	130,485	8.9	34.1	12.6	44.5

Notes:

¹. Excludes Section J (financial intermediation).

². Sole proprietorships and partnerships comprising only the self-employed owner-manager(s) and companies comprising only an employee director.

Source: Small Business Service, 2001

Main document figure reference: Fig 7

Figure 47: Participation in Job Related Training by Industry

Industry	England	North East	North West	Yorkshire & the Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Agriculture & fishing	10.9	*	*	*	*	*	*	*	*	*
Energy & water	15.4	*	*	*	*	*	*	*	*	*
Manufacturing	9.3	10.9	8.9	9.0	7.5	8.4	8.9	10.1	10.1	11.7
Construction	12.1	*	14.0	12.2	11.3	11.6	12.3	13.6	11.3	9.5
Distribution, hotels & restaurants	11.8	10.4	13.1	11.7	10.5	10.3	11.4	11.9	12.5	12.8
Transport & communications	11.2	*	8.6	13.3	10.7	9.1	9.3	14.5	11.5	10.9
Banking & finance	15.2	14.5	15.3	18.6	11.2	14.3	13.5	15.1	15.8	17.7
Public admin, education & health	24.2	25.1	24.2	25.2	24.4	27.5	23.5	23.6	23.1	22.9
Other services	14.8	*	14.9	17.8	17.7	*	14.9	15.1	14.9	14.8

Notes - * data not available.

Source: DfES, Statistics of Education: Education & Training Statistics for the UK, 2003.

Main document figure reference: Fig 9

Figure 48: Participation in Learning by Adults, 2001

	Thousands			Percentage		
	Male	Female	All	Male	Female	All
England	12,722	11,692	24,413	79	73	76
South West	1,316	1,222	2,538	83	77	80
South West Local Education Authority areas						
Bath and North East Somerset	46	42	88	86	80	83
Bristol	114	103	217	85	81	83
North Somerset	56	48	104	89	78	84
South Gloucestershire	74	66	140	88	81	84
Dorset	101	97	198	84	80	82
Poole	35	35	70	80	80	80
Bournemouth	41	40	81	82	81	81
Wiltshire	117	106	223	86	78	82
Swindon	52	45	98	86	76	81
Devon	179	173	352	80	76	78
Plymouth	71	65	136	84	77	81
Torbay	32	32	64	81	79	80
Cornwall	122	111	233	79	72	76
Gloucestershire	150	139	290	83	78	81
Somerset	125	119	244	82	76	79

Note: Numbers may not add up to totals due to rounding. 'Adults' cover everybody aged between 16 and 69, except those in full-time continuous education.

Source: DfES 2002, analysis of 2001 local area LFS.

Main document figure reference: Fig 10

Figure 49: Percentage of adults involved in no adult learning

	Working age	Working age	Working age
		males	females
England	20.6	19.4	21.9
East Midlands	24.2	22.7	25.8
Eastern	20.1	18.5	21.8
London	18.7	17.6	19.8
North East	26.0	24.8	27.2
North West	23.2	22.3	24.2
South East	16.4	15.2	17.7
South West	16.0	14.8	17.3
West Midlands	23.3	22.1	24.7
Yorkshire & The Humber	23.2	22.4	24.1
South West LSC areas			
Bournemouth/Dorset/Poole	15.3	15.0	15.6
Devon/Cornwall	18.6	17.6	19.7
Gloucestershire	15.4	14.6	16.4
Somerset	17.5	17.3	17.7
West of England	12.7	11.2	14.4
Wiltshire/Swindon	14.7	11.8	18.0
South West unitary/county authority areas			
Bath & NE Somerset	13.1	12.0	14.5
Bournemouth	15.0	15.8	14.1
Bristol	13.7	12.8	14.8
Cornwall and Isles of Scilly	20.6	19.5	21.7
Devon	19.0	18.2	19.9
Dorset	14.9	13.9	16.1
Gloucestershire	15.4	14.6	16.4
North Somerset	13.2	10.3	16.6
Plymouth	15.6	13.6	17.7
Poole	16.7	17.1	16.2
Somerset	17.5	17.3	17.7
South Gloucestershire	10.5	9.1	12.2
Swindon	13.9	11.0	17.2
Torbay	15.4	15.5	15.4
Wiltshire	15.1	12.1	18.4

Note: Data is not consistent with 2001 Census population results.

Source: Local area Labour Force Survey, 2001

Main document figure reference: Fig 11.

Figure 50: Employees by gender and industry

	Agriculture & fishing		Energy & water		Manufacturing		Construction		Distribution, hotels & restaurants		Transport & communications		Banking, finance & insurance		Public admin, education & health		Other services	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
England	67.7	32.3	76.1	23.8	73.7	26.3	85.9	14.1	47.4	52.6	72.2	27.8	53.2	46.8	28.6	71.4	48.4	51.6
East Midlands	68.8	31.2	81.4	18.8	71.1	28.9	85.5	14.5	46.8	53.2	75.2	24.8	52.3	47.7	28.0	72.0	47.8	52.2
Eastern London	66.4	33.5	75.1	24.9	73.1	26.9	83.5	16.5	46.2	53.8	71.3	28.7	51.1	48.9	26.2	73.8	46.5	53.5
London	55.7	44.2	73.6	26.4	65.7	34.3	85.3	14.7	52.4	47.6	71.6	28.4	56.0	44.0	32.8	67.2	52.0	48.0
North East	77.2	22.8	81.9	18.1	78.4	21.6	90.2	9.8	43.3	56.7	69.1	30.9	52.8	47.2	30.0	70.0	47.1	52.9
North West	70.5	29.5	68.3	30.9	75.1	24.9	87.0	13.0	46.4	53.6	72.9	27.1	53.5	46.5	28.1	71.9	45.9	54.1
South East	60.9	39.1	71.7	28.4	73.0	27.0	84.7	15.3	47.3	52.7	68.9	31.1	54.2	45.8	27.7	72.3	47.8	52.2
South West	72.7	27.3	82.2	17.8	74.8	25.2	85.6	14.4	45.7	54.3	73.0	27.0	49.5	50.5	28.8	71.2	47.3	52.7
West Midlands	68.4	31.6	73.0	27.1	75.7	24.3	85.5	14.5	47.4	52.6	74.5	25.5	51.5	48.5	26.8	73.2	48.6	51.4
Yorkshire & The Humber	72.4	27.6	80.2	19.4	75.5	24.5	88.5	11.6	46.2	53.8	75.4	24.6	49.3	50.7	27.8	72.2	47.4	52.6

Source: ONS, Annual Business Inquiry, 2002

Main document figure reference: Fig 19.

Figure 51: NVQ Awards by Occupational Group

	Manage rs & Senior Officials	Prof, Associat e Prof & Tech	Admin & Secret arial	Skilled Trades	Persona l Service	Sales & Cust Servic e	Process, Plant & Machine Optvs	Eleme ntary
England	8.1	13.6	18.1	24.0	20.5	5.9	1.9	7.8
South West	7.8	16.4	17.2	22.7	21.7	4.8	0.4	9.0
Local Education Authority areas								
Bath & NE Somerset	2.7	6.2	32.5	21.8	30.9	2.5	0.0	3.3
Bristol	8.5	16.6	25.2	18.5	19.6	10.3	0.0	1.2
North Somerset	21.9	2.1	10.0	13.3	51.5	1.3	0.0	0.0
South Gloucestershire	5.5	8.9	14.1	21.9	5.5	5.0	0.1	39.1
Dorset	11.9	16.3	15.5	32.5	12.9	2.2	0.5	8.2
Poole	8.4	16.3	2.5	44.7	24.5	1.7	0.0	1.9
Bournemouth	5.6	5.8	25.4	25.1	27.3	0.6	0.0	10.2
Wiltshire	14.9	10.6	22.1	20.2	16.6	6.4	0.2	8.9
Swindon	20.0	9.1	15.0	18.8	16.8	2.7	0.0	17.5
Devon	3.4	29.7	11.6	27.1	15.6	1.5	1.2	10.0
Plymouth	10.2	20.9	12.3	15.3	26.9	9.0	1.5	3.9
Torbay	1.2	16.7	15.6	36.3	24.3	5.2	0.0	0.7
Cornwall	3.7	16.5	14.2	14.4	26.9	6.1	0.3	18.0
Gloucestershire	5.1	16.1	27.8	15.4	22.9	7.0	0.0	5.8
Somerset	2.7	20.0	14.7	36.2	22.0	0.9	0.0	3.6
Local LSC areas								
Bournemouth/Dorset/Poole	8.7	12.2	16.7	32.1	20.9	1.5	0.2	7.7
Devon/Cornwall	5.3	22.3	12.8	20.1	22.9	5.3	0.9	10.4
Gloucestershire	5.3	16.6	25.3	15.9	23.7	7.2	0.0	6.0
Somerset	2.5	20.1	14.7	36.2	22.0	0.9	0.0	3.6
West of England	9.3	11.0	20.9	19.0	23.0	6.8	0.0	9.9
Wiltshire/Swindon	15.7	10.0	20.1	20.0	17.0	5.2	0.1	11.9

Main document figure reference: Fig 28.

Figure 52: Employees by Industry, percentage of employment 2002

	Agriculture	Mining & quarrying	Manufacturing	Utilities	Construction	Wholesale/retail trade	Hotels & restaurants	Transport & comms	Financial & intermedia	Other business activities	Public admin/defence	Education	Health & social work	Other services
England	0.8	0.2	13.4	0.5	4.4	18.1	6.6	6.2	4.3	16	5.0	8.7	10.6	5.2
East Midlands	1.3	0.3	19.6	0.4	5.0	18.5	6.0	5.7	2.4	11.8	4.8	8.6	10.8	4.8
Eastern	1.5	0.2	13.5	0.4	5.3	20.2	6.0	6.3	3.4	15.7	4.2	8.8	9.7	5.0
London	0.1	0.1	6.0	0.2	3.4	15.3	7.4	7.8	8.4	23.6	5.2	7.0	8.6	7.0
North East	0.5	0.3	15.9	0.7	5.4	16.5	6.3	5.4	2.3	11	7.3	10.2	12.9	5.4
North West	0.5	0.1	15.1	0.5	4.7	18.2	6.8	6.0	3.4	13.9	5.5	9.0	11.5	4.8
South East	1.1	0.1	10.6	0.5	3.9	19.7	6.6	6.4	3.9	19.1	4.2	8.6	10.2	5.1
South West	1.3	0.3	13.4	0.6	4.6	19.0	7.7	5.2	4.0	12.4	5.7	9.2	12.0	4.6
West Midlands	0.9	0.1	19.2	0.6	4.3	18.0	5.8	5.5	3.1	13.6	4.6	9.5	10.3	4.6
Yorkshire & The Humber	0.8	0.3	16.5	0.6	4.9	18.2	6.0	5.9	3.9	11.5	5.1	9.7	12.1	4.7
Local Authority county/unitary areas														
Bath & NE Somerset	0.1	-	10.6	-	3.8	16.2	8.1	3.1	2.5	14.9	11.4	10.8	13.8	3.8
Bournemouth	-	-	3.5	-	2.8	21.2	12.3	3.8	11.5	11.8	2.8	8.8	16.4	5.2
Bristol	-	-	9.8	-	5.0	15.4	4.9	5.2	9.4	18.8	5.1	11.1	10	4.8
Cornwall & Isles of Scilly	0.2	-	10.9	-	5.9	19.4	12.0	3.8	1.7	10.1	5.5	10.5	12.6	5.7
Devon	0.4	-	12.5	-	5.8	19.6	8.5	6.6	2.2	9.7	6.3	8.8	13.3	5.4
Dorset	0.3	-	13.4	-	4.0	19.9	9.2	3.7	1.4	13.4	6.7	9.7	12.5	5.3
Gloucestershire	0.3	-	16.7	-	4.6	18.4	7.5	4.3	4.3	12.0	5.7	8.3	12.4	4.3
North Somerset	-	-	12.1	-	4.4	20.8	8.2	8.1	4.2	12.4	4.5	8.3	11.9	4.7
Plymouth	-	-	16.3	-	3.5	18.4	5.4	4.8	2.6	10.6	7.1	11.0	14.2	5.1
Poole	-	-	17.4	-	3.0	21.6	6.8	4.9	5.7	10.7	2.3	7.6	14.6	4.5

Somerset	0.3	-	17.9	-	4.4	22.0	7.5	3.9	1.8	9.0	5.0	9.3	13.4	4.1
South Gloucestershire	0.1	-	14.5	-	6.6	21.2	6.0	9.0	3.1	13.7	6.2	8.9	6.8	2.9
Swindon	-	-	16.0	-	2.5	19.3	5.1	10.2	7.9	17.6	2.8	6.3	6.6	3.6
Torbay	-	-	8.0	-	5.2	21.3	14.6	3.5	2.0	8.0	4.3	8.0	18.6	6.0
Wiltshire	0.5	-	16.9	-	4.0	19.0	7.2	4.4	2.4	12.9	7.2	8.9	12.0	4.4

Local LSC areas

Bournemouth/Dorset/Poole	0.2	0.2	11.5	0.2	3.4	20.6	9.6	4.0	5.1	12.3	4.7	8.9	14.1	5.1
Devon/Cornwall	0.2	0.5	12.4	0.5	5.4	19.5	9.5	5.2	2.1	9.8	6.1	9.6	13.6	5.5
Former Avon	0.1	0.1	11.3	0.5	5.1	17.5	6.1	6.1	6.2	16.2	6.3	10.2	10.1	4.2
Gloucestershire	0.3	0.2	16.7	1.0	4.6	18.4	7.5	4.3	4.3	12.0	5.7	8.3	12.4	4.3
Somerset	0.3	0.6	17.9		4.4	22.0	7.5	3.9	1.8	9.0	5.0	9.3	13.4	4.1
Wiltshire/Swindon	0.3	0.1	16.5	0.8	3.4	19.1	6.3	6.7	4.6	14.8	5.4	7.9	9.8	4.1

Source: ONS, Annual Business Inquiry, 2002

Main document figure reference: Fig 32.

Figure 53: Employees by Occupation, percentage of employment, 2002

	Managers & senior officials	Professional	Associate prof & tech	Admin & secretarial	Skilled trades	Personal service	Sales & customer services	Process plant & machine operatives	Elementary occs
England	14.7	11.7	13.6	13.3	11.3	7.3	7.9	8.0	12.0
East Midlands	13.5	9.7	11.7	12	12.8	7.5	7.7	11.1	13.9
Eastern	15.6	11.3	13.6	13.8	12.4	7.2	7.3	7.5	11.1
London	16.9	14.9	17.9	14.4	7.8	6.1	7.1	4.9	10.0
North East	11.2	10.1	12.0	13.0	11.8	7.8	9.5	10.2	14.1
North West	13.2	10.9	12.6	13.8	11.3	8.1	8.4	8.8	12.8
South East	17.4	13.6	14.3	13.4	10.3	7.1	7.3	5.9	10.8
South West	13.9	11.2	13.7	12.7	12.5	7.7	8.2	7.5	12.4
West Midlands	13.9	10.1	11.9	12.4	13.1	7.0	8.0	10.9	12.2
Yorkshire & The Humber	12.6	10.2	11.8	12.6	12.2	7.8	8.8	9.8	14.0
South West county/unitary authority areas									
Bath & NE Somerset	14.4	15.0	15.5	13.3	10.4	6.7	7.4	4.4	12.7
Bournemouth	13.9	10.6	14.6	12.1	11.7	9.4	8.9	5.3	13.4
Bristol	13.3	14.9	15.4	14.4	9.3	6.5	8.1	5.3	12.8
Cornwall & Isles of Scilly	15.1	10.0	12.4	10.2	14.0	8.2	8.8	7.8	13.4
Devon	13.5	12.0	12.6	13.4	13.5	8.6	7.4	6.9	11.8
Dorset	16.7	9.5	14.1	12.5	13.3	7.5	7.5	7.5	11.4
Gloucestershire	13.8	10.4	13.6	13.6	14.3	7.3	7.1	8.7	11.0
North Somerset	16.3	13.5	13.1	14.0	10.8	8.3	8.9	5.6	9.4

Plymouth	9.3	9.2	14.6	11.3	12.2	8.2	10.7	7.8	16.3
Poole	13.8	12.2	11.9	13.5	13.1	8.9	8.9	7.4	10.0
Somerset	11.9	9.4	14.3	10.8	13.8	6.8	9.2	9.1	14.6
South Gloucestershire	15.6	10.9	13.5	17.1	10.2	6.5	9.3	7.3	9.6
Swindon	13.4	9.9	12.6	14.0	10.8	5.4	8.5	11.8	13.4
Torbay	15.2	9.3	11.1	9.8	13.3	8.2	8.1	9.1	15.5
Wiltshire	13.8	11.5	14.8	11.5	11.6	8.6	7.9	7.7	12.6

South West LSC areas

Bournemouth/Dorset/Poole	15.4	10.3	13.7	12.6	12.9	8.2	8.1	7.0	11.6
Devon/Cornwall	13.5	10.7	12.7	11.8	13.5	8.4	8.4	7.5	13.3
Former Avon	14.6	13.6	14.5	14.8	10.0	6.9	8.4	5.7	11.4
Gloucestershire	13.8	10.4	13.6	13.6	14.3	7.3	7.1	8.7	11.0
Somerset	11.9	9.4	14.3	10.8	13.8	6.8	9.2	9.1	14.6
Wiltshire/Swindon	13.7	11.0	14.1	12.3	11.3	7.7	8.1	9.0	12.8

Source: ONS, Local Area Labour Force Survey, 2002

Main document figure reference: Fig 36.

Bournemouth, Dorset & Poole

Figure 54: Bournemouth, Dorset & Poole: Industrial Employment Projections to 2012

	Employment levels			
	2002	2012	% of total	Change
	(000s) ¹	(000s) ²	employment 2012	2002-2012 (000s)
Agriculture etc	6	4	1.3	-2.1
Mining & quarrying	1	1	0.2	-0.2
Food, drink & tobacco	4	3	1.0	-0.4
Engineering	11	9	2.7	-2.1
Rest of manufacturing	22	19	5.6	-3.3
Electricity, gas & water	1	1	0.2	-0.2
Construction	23	26	7.7	3.2
Distribution	58	62	18.6	4.4
Hotels and catering	25	27	7.9	1.3
Transport & telecommunications	12	13	3.8	0.6
Banking & insurance	17	19	5.7	1.9
Other business services	40	40	11.9	0.3
Public admin and defence	14	14	4.2	0.0
Education	27	31	9.1	4.1
Health and social work	37	41	12.1	3.8
Miscellaneous services	22	26	7.9	3.9
All industries	320	335	100.0	15.2

Notes: ^{1&2} figures are rounded to the nearest 000s.

Source: IER Projections of Employment/Cambridge Econometrics

Devon & Cornwall

Figure 55: Devon & Cornwall: Industrial Employment Projections to 2012

	Employment levels			
	2002	2012	% of total	Change
	(000s) ¹	(000s) ²	employment 2012	2002-2012 (000s)
Agriculture etc	22	18	2.4	-4.0
Mining & quarrying	3	3	0.4	-0.7
Food, drink & tobacco	14	12	1.6	-2.3
Engineering	20	17	2.3	-2.6
Rest of manufacturing	49	41	5.5	-8.3
Electricity, gas & water	4	3	0.4	-0.5
Construction	45	52	7.0	7.3
Distribution	127	140	18.9	12.7
Hotels and catering	68	72	9.7	3.5

Transport & telecommunications	33	33	4.4	0.0
Banking & insurance	13	15	2.0	1.7
Other business services	68	69	9.3	0.8
Public admin and defence	38	38	5.1	0.0
Education	66	74	10.0	7.9
Health and social work	91	101	13.6	9.9
Miscellaneous services	44	54	7.2	9.8
All industries	705	740	100.0	35.1

Notes: ^{1&2} figures are rounded to the nearest 000s.

Source: IER Projections of Employment/Cambridge Econometrics

Gloucestershire

Figure 56: Gloucestershire: Industrial Employment Projections to 2012

	Employment levels			
	2002 (000s) ¹	2012 (000s) ²	% of total employment 2012	Change 2002-2012 (000s)
Agriculture etc	12	10	3.2	-2.6
Mining & quarrying	0	0	0.1	-0.1
Food, drink & tobacco	4	3	1.0	-0.8
Engineering	14	11	3.7	-2.5
Rest of manufacturing	27	23	7.5	-4.0
Electricity, gas & water	3	3	0.9	-0.2
Construction	22	26	8.6	3.5
Distribution	50	55	18.3	4.7
Hotels and catering	23	25	8.1	2.0
Transport & telecommunications	11	11	3.7	0.2
Banking & insurance	12	13	4.2	0.7
Other business services	39	41	13.7	2.2
Public admin and defence	14	13	4.4	-0.4
Education	20	21	7.0	1.2
Health and social work	24	27	8.9	2.3
Miscellaneous services	16	20	6.6	4.1
All industries	291	301	100.0	10.4

Notes: ^{1&2} figures are rounded to the nearest 000s.

Source: IER Projections of Employment/Cambridge Econometrics

Somerset

Figure 57: Somerset: Industrial Employment Projections to 2012

	Employment levels			Change 2002- 2012 (000s)
	2002 (000s) ¹	2012 (000s) ²	% of total employment 2012	
Agriculture etc	7	5	2.2	-1.6
Mining & quarrying	1	1	0.5	-0.3
Food, drink & tobacco	6	5	2.2	-1.0
Engineering	6	5	2.1	-1.1
Rest of manufacturing	24	19	8.0	-4.4
Electricity, gas & water	2	2	0.6	-0.2
Construction	10	12	4.9	1.6
Distribution	46	51	21.2	5.2
Hotels and catering	21	23	9.6	1.9
Transport & telecommunications	10	11	4.4	0.6
Banking & insurance	4	4	1.5	-0.4
Other business services	21	22	9.4	1.8
Public admin and defence	11	11	4.4	0.0
Education	19	22	9.2	3.0
Health and social work	27	29	12.0	1.9
Miscellaneous services	14	19	7.9	5.3
All industries	227	240	100.0	12.3

Notes: ¹&² figures are rounded to the nearest 000s.

Source: IER Projections of Employment/Cambridge Econometrics

West of England

Figure 58: West of England: Industrial Employment Projections to 2012

	Employment levels			Change 2002- 2012 (000s)
	2002 (000s) ¹	2012 (000s) ²	% of total employment 2012	
Agriculture etc	7	5	0.9	-1.9
Mining & quarrying	1	1	0.1	-0.2
Food, drink & tobacco	6	5	0.8	-0.6
Engineering	11	10	1.6	-1.2
Rest of manufacturing	47	38	6.3	-9.3
Electricity, gas & water	3	2	0.3	-0.4
Construction	47	56	9.3	9.5
Distribution	98	106	17.5	7.5
Hotels and catering	33	35	5.7	1.9

Transport & telecommunications	34	34	5.7	0.1
Banking & insurance	28	30	4.9	1.5
Other business services	96	103	17.1	7.2
Public admin and defence	32	32	5.2	0.0
Education	49	55	9.0	5.2
Health and social work	54	58	9.6	4.3
Miscellaneous services	32	36	5.9	3.7
All industries	577	604	100.0	27.1

Notes: ^{1&2} figures are rounded to the nearest 000s.

Source: IER Projections of Employment/Cambridge Econometrics

Wiltshire & Swindon

Figure 59: Wiltshire & Swindon: Industrial Employment Projections to 2012

	Employment levels			
	2002 (000s) ¹	2012 (000s) ²	% of total employment 2012	Change 2002- 2012 (000s)
Agriculture etc	12	10	2.7	-1.7
Mining & quarrying	0	0	0.1	0.0
Food, drink & tobacco	6	5	1.5	-0.4
Engineering	13	10	2.8	-2.4
Rest of manufacturing	30	27	7.3	-3.0
Electricity, gas & water	3	2	0.6	-0.4
Construction	21	23	6.1	1.9
Distribution	58	63	17.0	4.9
Hotels and catering	22	24	6.6	2.0
Transport & telecommunications	21	21	5.7	0.5
Banking & insurance	16	16	4.2	0.0
Other business services	63	71	19.1	7.4
Public admin and defence	19	19	5.1	0.0
Education	21	23	6.2	1.6
Health and social work	26	29	7.8	2.4
Miscellaneous services	20	27	7.3	7.6
All industries	349	370	100.0	20.3

Notes: ^{1&2} figures are rounded to the nearest 000s.

Source: IER Projections of Employment/Cambridge Econometrics

Main document figure reference: Fig 37.

Bournemouth, Dorset & Poole

Figure 60: *Bournemouth, Dorset & Poole: Occupational Employment Projections to 2012*

	Employment levels (000s)		% change
	2002	2012	2002 - 2012
Managers & Senior Officials	48	52	0.8
Professional	34	41	2.1
Associate Professional & Technical	41	48	1.5
Administrative Clerical & Secretarial	43	35	-1.9
Skilled Trades	39	36	-0.7
Personal Service	27	35	2.8
Sales & Customer Service	29	35	1.9
Transport & Machine Operators	23	22	-0.5
Elementary	37	31	-1.8

Source: IER Projections of Employment/Cambridge Econometrics

Devon & Cornwall

Figure 61: *Devon & Cornwall: Occupational Employment Projections to 2012*

	Employment levels (000s)		% change
	2002	2012	2002 - 2012
Managers & Senior Officials	102	112	0.9
Professional	77	92	1.9
Associate Professional & Technical	92	103	1.1
Administrative Clerical & Secretarial	79	68	-1.5
Skilled Trades	90	82	-1.0
Personal Service	60	83	3.3
Sales & Customer Service	63	77	2.1
Transport & Machine Operators	54	50	-0.8
Elementary	88	74	-1.8

Source: IER Projections of Employment/Cambridge Econometrics

Gloucestershire

Figure 62: Gloucestershire: Occupational Employment Projections to 2012

	Employment levels (000s)		% change
	2002	2012	2002-2012
Managers & Senior Officials	42	47	1.1
Professional	28	34	1.8
Associate Professional & Technical	35	41	1.6
Administrative Clerical & Secretarial	37	31	-1.9
Skilled Trades	41	37	-0.8
Personal Service	21	28	2.5
Sales & Customer Service	25	31	1.9
Transport & Machine Operators	24	22	-0.7
Elementary	36	30	-1.7

Source: IER Projections of Employment/Cambridge Econometrics

Somerset

Figure 63: Somerset: Occupational Employment Projections to 2012

	Employment levels (000s)		% change
	2002	2012	2002-2012
Managers & Senior Officials	33	36	1.0
Professional	23	29	2.1
Associate Professional & Technical	28	33	1.6
Administrative Clerical & Secretarial	26	23	-1.3
Skilled Trades	28	25	-1.3
Personal Service	19	25	2.9
Sales & Customer Service	22	28	2.2
Transport & Machine Operators	20	18	-1.1
Elementary	29	24	-1.7

Source: IER Projections of Employment/Cambridge Econometrics

West of England

Figure 64: *West of England: Occupational Employment Projections to 2012*

	Employment levels (000s)		% change
	2002	2012	2002-2012
Managers & Senior Officials	85	94	1.1
Professional	67	79	1.6
Associate Professional & Technical	77	88	1.4
Administrative Clerical & Secretarial	75	65	-1.4
Skilled Trades	72	67	-0.7
Personal Service	43	56	2.7
Sales And Customer Service	50	60	1.9
Transport & Machine Operators	46	42	-0.8
Elementary	62	52	-1.8

Source: IER Projections of Employment/Cambridge Econometrics

Wiltshire & Swindon

Figure 65: *Wiltshire & Swindon: Occupational Employment Projections to 2012*

	Employment levels (000s)		% change
	2002	2012	2002-2012
Managers And Senior Officials	52	60	1.4
Professional Occupations	36	42	1.7
Associate Professional & Technical	45	52	1.6
Administrative Clerical & Secretarial	46	41	-1.1
Skilled Trades	45	40	-1.1
Personal Service	26	36	3.3
Sales & Customer Service	30	37	2.0
Transport & Machine Operators	29	27	-0.5
Elementary	42	34	-1.9

Source: IER Projections of Employment/Cambridge Econometrics

ANNEX 5: LIST OF PLANS AND STRATEGIES REVIEWED

This list does not include reference to the plans of providers' organisations in order to protect the anonymity of the interviewees.

Anon (2002) Objective 1 in Cornwall and the Isles of Scilly Measure 3.6 - Infrastructure for Learning – Early Strategy and Actions (Confidential)

AOC (2003) Workforce Development, Leadership in Lifelong Learning

Bath and North East Somerset Strategic Partnership (2003) Better for Everyone, BE: Inspired, Learning and Skills

Bournemouth, Dorset and Poole Economic Partnership (2002) Strategic Plan 2002/3 to 2005/6

Bournemouth, Dorset and Poole Lifelong Learning Partnership (2000), An Integrated Workforce Development Plan for Bournemouth, Dorset and Poole: A Commitment to Action

BPEC (2001) Sector Workforce Development Plan

Business Link Gloucestershire (2000) Proposal for Delivering the Business Link Service in Gloucestershire

CITB (2001) Construction Workforce Development Planning Brief 2001-2005

CITB (2002) Business Plan 2003-2007, Addressing the Industry Skills Challenges

CITB (2002) Construction, Regional Skills Foresight Report 2002 South West

CITB (2002) Construction, Regional Skills Foresight Report 2003 South West

CITB (2002) The Call to Action, South West Construction Workforce Development Plan 2002

CITB (2003) A joint planning agreement for the construction industry

CITB (2003) South West Area Plan 2004

Connexions Cornwall and Devon (2003) Summary Guide to Business Plan 2003/04

Connexions Service National Unit (2002) Business Planning Guidance 2003 – 2004

Connexions West of England (2002) Partners Business Plan 2002/05

Connexions Wiltshire and Swindon (2003) Business Plan 2003/04 Summary

Construction Skills (2003) South West Action for Skills

Cornwall and Isles of Scilly Economic Forum (2003) Review of Strategy and Action

Devon and Torbay Learning Partnership (2002) Draft Exeter Learning City, Area Learning Plan 2002-2005

EDEXCEL (2003) Higher Education Supply and Demand to 2010

Employers' Organisation/IES (2003) Workplace Planning, the Wider Context. A Literature Review

EMTA (2001) Sector Workforce Development Plan for Engineering Manufacture 2001 – 2005. Part 2 Workforce Development Issues and Priorities for Action

Felstead, A (2004) Developing and Validating the Interim Review of the Health of the South West Labour Market. Centre for Labour Market Studies, University of Leicester

FSB (2003) FSB South West Education and Training Policy

Glass NTO (2001) Sector Workforce Development Plan 2001-03 South West Region

Gloucestershire Development Agency (2000) Gloucestershire Economic Strategy, First Review 2000-2002

Gloucestershire First (2002) Draft Business Plan 2002-2003

HEFCE (2003) Strategic Plan 2003 – 2008

HERDA-SW (2003) The South West England Regional Agreement on New Foundation Degree Provision

Jobcentre Plus (2003) Business Plan 2003 – 2004

Jobcentre Plus (2003) Jobcentre Plus Vision 2003 – 2007

LANTRA (2001) Land-based Sector Workforce Development Plan

LANTRA (2002) Action Plan for Farming Skill Check Report

LANTRA (2004) 21st Century Skills for Environmental and Land-based Businesses. Lantra: Strategic Plan 2004-2009

LANTRA (2004) Business Plan April 2004 – March 2006

LGNTO (2001) Delivering a High Performance Culture; the Local Government Workforce Development Plan 2001 – 2004

LSC (2001) Strategic Framework to 2004. Corporate Plan

LSC (2002) LSC Draft Workforce Development Strategy to 2005: A Policy Statement and Guide for National and Local LSCs and their Partners; for Consultation

LSC (2002) LSC Workforce Development Strategy. Summary of the National Policy Framework to 2005

LSC (2002) Workforce Development Strategy Implementation Guide

LSC (2003) Business Plan 2003/04

LSC (2003) Funding Guidance for Further Education in 2003/04

LSC (2003) Plan-led Funding for Further Education; for Consultation

LSC (2003) Planning Guidance; Annual Business Plans 2004-05

LSC (2003) Successful Participation for All: Widening Adult Participation

LSC (2003) Three-year Delivery Plans: Annex 1-5

LSC (2003) Working Together, Connexions and Adult Information, Advice and Guidance Partnerships

LSC (2004) Coherent Information, Advice and Guidance (IAG) Services for Adults

LSC (2004) Corporate Plan to 2006, Developing Skills, Delivering Success

LSC (2004) Learning Partnerships Operational Guidance for local Learning and Skills Councils, covering the period April 2004 to March 2005

LSC (2004) Quality Improvement Strategy 2003 - 2006

LSC Bournemouth, Dorset and Poole (2002) Strategic Plan 2002 – 2005

LSC Bournemouth, Dorset and Poole (2003) Annual Plan 2003 – 2004

LSC Bournemouth, Dorset and Poole (2003) Summary ESF Co-financing Plan 2002-2006

LSC Bournemouth, Dorset and Poole (2004) Annual Plan 2004 – 2005

LSC Devon and Cornwall (2002) Draft Workforce Development Strategy to 2005

LSC Devon and Cornwall (2002) Strategic Plan 2002 – 2005

LSC Devon and Cornwall (2003) Annual Plan 2003 – 2004

LSC Devon and Cornwall (2004) Annual Plan 2004 – 2005

LSC Gloucestershire (2002) Strategic Plan 2002 – 2005

LSC Gloucestershire (2003) Annual Plan 2003 – 2004

LSC Gloucestershire (2004) Annual Plan 2004 – 2005

LSC Somerset (2001) Somerset Workforce Development Plan and Action Statement 2001 to 2004

LSC Somerset (2002) Strategic Plan 2002 – 2005

LSC Somerset (2003) Annual Plan 2003 – 2004

LSC Somerset (2004) Annual Plan 2004 – 2005

LSC West of England (2002) Strategic Plan 2002 – 2005

LSC West of England (2003) Annual Plan 2003 – 2004

LSC West of England (2004) Annual Plan 2004 – 2005

The South West Skills Market: A Review of Demand and Supply – Annex 5

LSC Wiltshire and Swindon (2002) Strategic Plan 2002 – 2005

LSC Wiltshire and Swindon (2003) Annual Plan 2003 – 2004

LSC Wiltshire and Swindon (2004) Annual Plan 2004 – 2005

LSC/Jobcentre Plus (2003) Memorandum of Understanding Between Jobcentre Plus and the LSC

LSDA/City of Bristol College (2001) Colleges Involvement in the Connexions Strategy; Report Prepared for GOSW

ODPM (2003) Reducing Local Authority Plan Requirements

ODPM/Employers' Organisation (2003) Pay and Workforce Strategy for Local Government

OFSTED (2002) Connexions Partnerships: The First Year 2001 – 2002

Plymouth 2020 Partnership (2002) Neighbourhood Renewal Strategy 2002-2007

Plymouth 2020 Partnership (2002) The Plymouth Compact

Plymouth 2020 Partnership (2003) Plymouth Compact Action Plan

Plymouth 2020 Partnership (2004) Accreditation Action Plan 2003/04

Road Haulage and Distribution Training Council (2001) Workforce Development Plan 2001 – 2004

Roger Tym and Partners (2004) Analysis of the Community Strategies in the South West, for the South West Regional Assembly

SBS (2002) Small Business and Government; the way forward

SBS (2003) Business Plan 2003

Skillset (2002) Workforce Development Plan

Skillset (2003) Business Plan 2003 to 2004

Somerset Learning Partnership (2001) Somerset Learning Plan 2001/2002

SSDA (2003) Operating Plan Year 2, 2003 - 2004-06-16

SSDA (2003) Raising Performance through Skills. Strategic Plan 2003 – 2006

SSDA (2003) The Skills and Productivity Challenge, A Summary of the Evidence Base for the SSDA's Strategic Plan 2003 – 2006

SSDA (2004) Sector Skills Agreements – Your Questions Answered

SW Regional Assembly (2002) Constitution

SW Regional Assembly (2003) Planning for a Better Future 2003/04

SW Regional Assembly (2003) Towards an Integrated Regional Strategy for the South West: An Analysis of Existing Regional Strategies

SW Regional Assembly (2003) Trends and Challenges for the South West: Key Issues for the Future of the Region

SW Regional Assembly (2003) Who Owns the Skills and Learning Agenda?
SWRDA (2001) South West of England Innovation Strategy

SWRDA (2002) The South West Framework for Regional Employment and Skills Action

SWRDA (2003) Regional Economic Strategy for the South West 2003 – 2007

SWRDA (2003) South West RDA Corporate Plan 2003/06

SWRDA (2003) The South West Framework for Regional Employment and Skills Action: Action Plan Revised October 2003

SWRDA (2004) South West England Regional Strategy for Enterprise, final draft

SWTUC (2003) South West TUC Response: Regional Skills Partnership, Raising the Voice of the Learner

The Bristol Partnership (2003) Bristol's Community Strategy

The Objective One Partnership for Cornwall and the Isles of Scilly (2000) Task Force Strategy, Learning and Skills: Early Strategy and Actions. Second Position Paper

The Work Foundation (2003) Quinquennial Review of the Employers' Organisation. Summary Report and Key Recommendations

TUC Learning Services South West (2002) Levels Up Union action on skills for life. A report on TUC work on skills for life in Somerset and the South West

VSNT0 (2001) Workforce Development Plan

VSNT0 (2003) Developing a Skills Strategy for the Voluntary & Community Sector in England

VSNT0 (2003) Futureskills 2003. A Skills Foresight Research Report on the Voluntary Sector Paid Workforce. Executive Summary

West Cornwall Local Strategic Partnership (2002) Local Neighbourhood Renewal Strategy

Wiltshire and Swindon Economic Partnership (2000) Wiltshire and Swindon Economic Strategy

Wiltshire and Swindon Lifelong Learning Partnership (2001) Strategic Planning Framework 2001/2002

Yorkshire Futures (2003) Links and Consistency Between Regional Strategies in Yorkshire and the Humber

ANNEX 6: KEY REGIONAL SKILLS DEVELOPMENT AGENCIES

6.1 South West Regional Development Agency (SWRDA)

- Develops Regional Economic Strategy (RES) to meet employer needs and regional priorities;
- Funds regional regeneration and economic development programmes;
- Co-ordinates regional skills partnership to ensure the regional partners agree skills and business support needs to meet the RES.

The SWRDA has produced its latest RES, which has major elements devoted to the regional skills agenda. It has also been co-ordinating the development of the FRESA in the region with the Regional Employment Forum (REF) and is currently co-ordinating the development of the new Regional Skills Partnership.

The RES identifies skills and learning as one of three key drivers to realise its economic vision. Within the strategy, there are three Strategic Objectives:

1. To raise business productivity;
2. To increase economic inclusion;
3. To improve regional communications and partnership.

The FRESA is intended to address the skills and employment needs of employers and individuals on a regional basis and, as such, can be considered as the overarching regional strategy for skills.

The FRESA has been developed in partnership with the RDA's key partners; the local LSCs, Jobcentre Plus, the Small Business Service, the SSDA and SSCs through the newly formed Skills for Business Network, and Connexions.

Currently, this work is overseen and co-ordinated by the REF, which brings together these partners and others, and will soon be replaced by the new Regional Skills Partnership that is in development.

6.2 The Learning and Skills Council (LSC)

- At national level, sets strategic policy framework for operation of local LSC planning and funding; and works with Skills for Business Network on sector skills agreements;
- At regional level, participates in regional skills partnership, so that the conclusions can feed through to local delivery;

- At local level, plans and funds the supply of training, skills and qualifications, in the light of sectoral and regional skill needs, in order to meet local needs.

The LSC has the remit from Government to:

...take the lead on the skills agenda; to provide effective co-ordination and planning of learning provision; and to drive up standards in post-16 learning.

It has a number of statutory duties including: encouraging participation in learning and training; and encouraging employer engagement in the skills agenda.

The national LSC, set up in 2001, has a vision and mission:

- The LSC vision is that by 2010 young people and adults in this country will have knowledge and productive skills matching the best in the world;
- The LSC mission is to raise participation and attainment through high quality education and training that puts learners first.

To deliver on the skills agenda, the LSC has set itself two key goals:

1. Improving participation in learning by young people;
2. Raising the level of skills.

The vision, mission and goals of the LSC are underpinned by a set of primary and supporting targets split into those relating to young people and those relating to wider skills.

The LSC has up-dated its Corporate Plan to 2006, published in September 2003. In this document, it identifies six strategic levers that are critical to achieving its goals:

- *Changing the learning culture:* Marketing the benefits of participation in learning, promoting relevance and excellence in provision and providing improved information and guidance for businesses and learners;
- *Engaging employers in shaping learning:* Supporting the Government's Skills Strategy and working closely with business to close the skills gaps they face with targeted work-based training, continuous e-learning, vocational training and Modern Apprenticeships;
- *Improving the quality of training and education:* Active involvement in delivering *Success for All*; establishing learning and skills beacons, measuring employer and learner satisfaction, promoting CoVEs, reviewing performance and making capital investment in relevant provision;

- *Reshaping local provision:* Delivering high quality learning that meets local needs with local LSCs leading the collaborative approach to StARs, working with RDAs, Connexions, and other local partners and stakeholders in order to remove artificial boundaries that prevent provision from matching local need;
- *Reviewing the funding of learning:* Reducing bureaucracy, aligning funding with priorities, introducing new fee structures for employers and learners and using funding to encourage participation;
- *A well-managed LSC:* Being as efficient and effective as possible by reviewing the organisation's structure and resourcing with a view to being an exemplar learning organisation capable of delivering its undertakings.

A number of key LSC strategies, policies and delivery plans have been produced over the last couple of years to deliver its remit. Perhaps of most relevance to this review are the:

6.2.1 Workforce Development (WfD) Strategy (2002)

The WfD strategy is the LSC's national policy framework to 2005 for developing the skills of the workforce. Whilst some of its detail may have been somewhat superseded by the National Skills Strategy, it remains the current underlying framework through which the LSC will deliver the National Skills Strategy.

The WfD strategy objectives are to:

- Raise informed demand for employment-related skills among individuals and employers;
- Support improvements to the responsiveness and flexibility of the supply side;
- Contribute to the development of an underpinning framework of better skills and labour market intelligence, responsive vocational qualifications and improved links to the wider educational agenda.

6.2.2 Widening Adult Participation (WAP) Strategy (2003)

This strategy articulates how the LSC will go about fulfilling its lead role in delivering the National Skills Strategy. It also articulates how the LSC will play its part in delivering elements of the *Success for All* reform strategy relating to adult learners.

The WAP strategy has four cross cutting themes:

- Supporting learner interests;
- Promoting demand for learning opportunities;
- Developing the supply of diverse learning opportunities;

- Creating a learning environment for adults.

6.2.3 Quality Improvement (QI) Strategy (2004)

This sets out how the LSC will play its part in delivering two themes of the *Success for All* strategy - Meeting needs, improving choice; and Developing a framework for quality and success - and how this work also contributes to the aims of the National Skills Strategy in terms of developing new and better ways of planning and funding education and training.

The QI strategy is a statement of the LSC's approach to improving quality and raising standards in the learning and skills sector. Its aims are to:

- Develop local patterns of education and training to meet the needs of learners, employers and communities;
- Recognise and reward excellent providers, and encourage them to share their good practice;
- Improve the quality of education and training across the learning and skills sector so it becomes consistently strong;
- Help the weakest providers achieve at least minimum levels of performance;
- Improve the LSC's ability to deliver *Success for All* and the quality improvement strategy.

6.3 Local Learning and Skills Councils

Within the South West region, there are six Local LSCs, with regional issues being co-ordinated by a new Regional Director.

Each LSC has its own three-year strategy and annual business plan. The strategies, published in 2002 and continuing to 2005, are all somewhat different in format and content and perhaps seem a little out-of-date with the speed at which national and regional policy has moved on. Indeed, the National LSC has itself recently published an up-dated corporate strategy.

Of more use in understanding what the Local LSCs intend doing to meet the local and regional skills agenda are the new local Annual Plans, published in March 2004. All new local Annual Plans now follow a much simpler and common format, which aids understanding from a regional as well as a local perspective.

6.4 Jobcentre Plus

- At national level, sets the framework for performance management of Jobcentre Plus local operations, including skills/training;

- At regional level, participates in skills partnership to agree objectives for Jobcentre Plus activities to support RES and its skills needs.

Jobcentre Plus is the lead agency for helping people not in employment to gain work through a range of support and benefit arrangements.

The organisation's aim is to:

- Help more people into work and employers to fill their vacancies, and to provide people of working age with the help and support to which they are entitled.

The agency has a wide remit that includes providing support for socially disadvantaged groups and provision of a range of welfare benefits. Its policy objectives most relevant to dealing with skills shortages include:

- Increase the effective labour supply by helping as many unemployed and economically inactive people of working age as possible to move into jobs or self-employment and active competition for jobs by making available to them job vacancies, information, advice, training and support and encouraging employers to open up more opportunities to them;
- Provide high quality and demand-led services to employers, which help them to fill job vacancies quickly and effectively with well-prepared and motivated employees;
- Help people of working age in the most disadvantaged groups and areas to move closer to the labour market, compete effectively for, and remain in, work and to adjust more quickly to economic change.

6.4.1 Jobcentre Plus in the South West

Within the region, a programme of converting old Jobcentres into Jobcentre Plus outlets is continuing. There is a regional management structure in place and an internal regional delivery plan.

A new Employer Services team has been created in each region to take forward the agency's employer engagement strategy. Each regional team will be developing its own regional employer engagement plan in due course, but this is awaiting finalisation of the national plan.

Currently, therefore, the agency in the region is continuing to work with the local LSCs and the RDA in providing training-to-work opportunities for unemployed people and those returning to work, and is heavily involved in the development of the FRESA.

6.5 The Small Business Service (SBS)

- At national level, sets framework for performance management of Business Link services.
- At regional level, participates in skills partnership to agree regional objectives for business support services which best serve the RES.

The SBS is the Government's lead support agency for small businesses.

The aim of the SBS is to:

- Accelerate the drive to make the UK the best place to start and grow a business by 2005.

The SBS takes its policy and strategy lead from the policy framework, *Small Business and Government – The Way Forward*, (2002).

The policy framework encompasses seven core themes:

1. Building an enterprise culture;
2. Encouraging a more dynamic start-up market;
3. Building the capacity for small business growth;
4. Improving access to finance for small businesses;
5. Encouraging more enterprise in disadvantaged communities and under-represented groups;
6. Improving small businesses' experience of Government services;
7. Developing better regulation and policy.

Perhaps the SBS is slightly different from the other key partners in this review because it has skills and workforce development issues as only part of a much wider business development remit. As such, its strategic content pertaining to skills is somewhat thinner than the other key agencies.

Under the third theme, the framework suggests that:

Improving the growth capability of UK businesses will only be achieved by raising performance across a range of areas, such as: management skills, workforce development, use of innovation and adoption of best practice across different business functions.

It goes on to say:

The SBS needs to help Government and its partners by focusing on key areas, like workforce development, where a clearer understanding of the

dynamics of small businesses could achieve more effective policy and regulation.

In the national SBS Business Plan 2003, under the third theme, workforce development is also briefly mentioned:

Government has introduced a range of initiatives to facilitate small business growth, focusing on key business processes such as management development, workforce skills, product innovation and e-commerce.

It also states that:

We can do much to stimulate the demand for skills by encouraging and facilitating business growth.

A *Capabilities for Growth* strategy was due to be published in March 2004. Perhaps this will include more detail on what the SBS will do regarding skills and workforce development. This document has yet to be released.

6.5.1 Small Business Service in the South West

Within the region, the SBS is represented by Business Link (BL) franchise-holders co-ordinated by a SBS Regional Director. Currently, the BLs are managed through the SBS, but it has been announced that from next year, the delivery of BL services will be managed through the RDAs.

There are six BL service providers in the South West region. Each has its own approach to the skills agenda. Most BLs are currently developing plans for their role in helping to deliver various local LSC activities, most notably brokering services and liP. However, only one-page summary sheets of activities relating to the development of management and leadership have been made available.

6.6 Sector Skills Development Agency (SSDA) and Sector Skills Councils (SSC) – Skills for Business Network

SSDA

- Manages setting up, co-ordination and development of the Skills for Business Network, and acts as ambassador for the network;
- Co-ordinates across the Skills for Business Network the development of good skills and productivity analysis, and the development of the sector skills agreement model;
- Through the regional network, ensures that the views and interests of SSCs are represented to regional partners.

SSCs

- Define occupational standards for skills for each sector, as a basis for designing qualifications and courses;
- Act as national lead source of expertise on skills and productivity trends, skills needs and labour market analysis for each sector;
- Develop skills agreement where appropriate for their sector;
- Work with the LSC on designing national skills programmes;
- Results feed into regional skills partnerships to shape local training supply.

The SSDA is the Government's lead agency with the remit to help develop a new network of SSCs.

The vision of the SSDA is that:

The UK will have a workforce with world-class skills, which enable the highest levels of business performance across all sectors of the economy.

The SSDA and the SSCs form a unified network, the Skills for Business Network, which aims to deliver a step-change in positioning employers at the centre of the skills and workforce development challenge.

The SSDA has four strategic policy objectives to deliver its vision in its strategic plan 2003-2006:

- To grow the Skills for Business network;
- To help employers gain more influence;
- To improve productivity and skills;
- To develop the role of the SSDA.

6.6.1 SSDA/SSC and SfB in the South West

Within the region, the SSDA and the emerging SSCs work together through the Skills for Business Network. Each region has a network co-ordinator to provide a focal point for the RDA and LSCs to communicate with the network on regional and local skills issues.

Of the SSCs already in existence, perhaps LANTRA and CITB have the strongest regional approach to their planning with analysis and plans for the South West. This is mainly because these SSCs have grown from former NTOs that had a well-established regional planning process in place. Other SSCs will be developing regionally-focused analysis and plans, but these are in development.

The Skills for Business network in the South West is currently developing a regional business delivery plan for all the SSCs operating in the region. It will take its focus from the National Skills Strategy to try and give some commonality of approach to the regional work of all the SSCs.

The plan will cover the next three years and will have six themes: Employer engagement; facilitating communication between employers and partner organisations; contributing to the delivery of the National Skills Strategy and the RES; sharing LMI and understanding; improving training provision and support; and contributing to cross sector skills strategies. This regional plan will feed into and help deliver the national sector skills agreements that are being prepared by each SSC.

6.7 The Connexions Service

The Connexion Service is the Government's lead agency supporting young people age 13-19.

The aim of the organisation is:

- To ensure that all young people have the opportunity to learn the skills they need to make a success of their adult lives.

The Connexions strategy establishes a learning framework for the whole of the teenage years. It aims to provide:

- A coherent, appropriate, high-quality pathway to adult and working life for every young person, offering the widest possible individual choice;
- The means to equip young people with the higher skill levels they will need to operate effectively in the rapidly changing jobs market of the future;
- Targeted systems of support for those who need it, when they need it, linking all aspects of young people's lives.

The Connexions strategy is underpinned by four key themes:

- Flexible curriculum that engages different young people and leads to the relevant, sought-after qualifications;
- Ensuring high-quality provision in school sixth forms, Further Education colleges and work-based learning;
- Targeting financial support for those in learning;
- Outreach, information, advice, support and guidance.

6.7.1 Connexions in the South West

Interestingly, the Skills Strategy does not include the local Connexions Services as a key regional partner for the RDA, listing them as ‘other partners’ who should be consulted with, along with Local Authorities, Ufi/**learndirect**, Local Strategic Partnerships, and representatives of employers and employees. As such, it does not distinguish its national, regional, or local roles.

Within the South West region, and more so with the development of the FRESA, Connexions perhaps should be regarded as a key partner as it has representation on the REF which currently steers the FRESA.

Within the South West region, the Connexions Service is represented by six Connexions Partnerships, each taking their policy and strategic lead from the National Connexions Strategic Plan (2000), which says it will work with the LSCs, at both local and national levels, the Local Learning Partnerships, and with employers.

ANNEX 7: ANALYSIS OF SKILLS-RELATED STRATEGIES WITHIN THE REGION

Table B Employer Skills Needs

Strategy Employers' skills Needs	How: Key Priorities and Actions	Who: Primary Client Group	Why: Regional Drivers	Main Policy
Regional Economic Strategy	Improve skills and learning in the workplace	Managers Employers Employees lacking skills for life	<ul style="list-style-type: none"> • Reduce skills gaps • Raise the demand 	
FRESA	Promote management skills	Managers and SMEs	<ul style="list-style-type: none"> • Raise productivity 	
	Develop generic skills for employment	All learners	<ul style="list-style-type: none"> • Reduce skills gaps 	
	Encourage effective recruitment practices	Employers Disadvantaged groups	<ul style="list-style-type: none"> • Reduce skills gaps • Raise the demand 	
	Stimulate and support investment	New and top 50 existing employers	<ul style="list-style-type: none"> • Raise productivity • Raise the demand 	
	Respond to labour market emergencies	All employees	<ul style="list-style-type: none"> • Raise skills levels • Raise the demand 	
SW Innovation Strategy	Develop with BL's Innovation Relay Centre and other partners an approach that encourages SMEs to be innovative	SMEs	<ul style="list-style-type: none"> • Raise productivity • Raise the demand 	
	Encourage take up of the teaching company scheme	Employers Graduates	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise the demand 	
	Encourage HE/FE to develop entrepreneurial skills in their students	Students	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps 	
Regional Strategy for Enterprise	Promote enterprise at all stages of learning	School children Young people Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise the demand 	
	Allow businesses to use knowledge, resources and expertise within HE/FE	Students Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raising the demand 	
	Improve the number of, quality of and access to enterprise and business support services	Under-represented groups Disadvantaged communities	<ul style="list-style-type: none"> • Raise productivity • Raising the demand • Improving quality 	
	Provide access to business start-up and wider support services in rural and urban areas and communities	Business people with access problems	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality 	
Jobcentre Plus South West Region Business Plan (Regional implementation of National JC+ strategy)	Help people into work through Job Broking, advisor services, screening and referring for Skills for life or Employability Training	Unemployed people Disadvantaged groups	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand 	

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Strategy Employers' skills Needs	How: Key Priorities and Actions	Who: Primary Client Group	Why: Regional Drivers Main Policy
2003-2004	Help employers fill vacancies through Job Broking, sectoral approaches, monitoring, networking, and links with employers	Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raising the demand • Improving quality
	Deliver National Employer Engagement Strategy to become recruitment partner of choice	Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
LLSC Annual Plans: Local Priority Themes Common Across Region (Local implementation of National LSC strategies)	Priority Focus: Raise the participation of young people (common themes across all 6 local LSCs)		<ul style="list-style-type: none"> •
2004 - 2005	Increase participation of 16-18 year olds in structured learning by	Pre-16 - 22 year olds NEET groups Disaffected groups Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
	Increase participation of 16-18 year olds in structured learning by: funding and promoting MAs and MA Brokering	NEET groups 16-22 year olds Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Increase participation of 18-30 year olds in HE by developing Foundation Degrees and Aim Higher	18-30 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Improving quality
	Priority Focus: Raise the level of skills (common themes across all 6 local LSCs)		<ul style="list-style-type: none"> •
	Improve Skills for life	All over 16 year olds	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels
	Improve attainment of Level 2 and 3	All over 16 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels
	Engage with employers to raise demand for skills and WfD	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand
	Priority Focus: Improve local learning infrastructure (common themes across all 6 local LSCs)		
	Improve collaboration in planning and delivery of learning policy	All over 16 year olds Employers	<ul style="list-style-type: none"> • Raising the demand • Improving quality

Strategy Employers' skills Needs	How: Key Priorities and Actions	Who: Primary Client Group	Why: Regional Drivers Main Policy
HEFCE National Strategic Plan (No specific SW or local plan)	Widen participation and fair access	All with the potential to benefit from HE	<ul style="list-style-type: none"> • Raising the demand • Improving quality
	Enhance excellence in research	Graduates and academic staff	<ul style="list-style-type: none"> • Raise productivity • Improving quality
	Enhance the contribution of HE to the economy and society	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
Business Links' Delivery Plans: Local Priority Themes Common Across Region (Local implementation of National SBS strategies)	Priority Focus: Improving management capabilities and skills in SMEs (common themes across all 6 local BLs)		<ul style="list-style-type: none"> •
2004-2005	Increase employer engagement in WfD through skills brokerage service	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Increase leadership and management skills	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand
	Promote and deliver liP	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Promote and deliver Small Firms Initiative	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Improve Skills for life in SME workforce	Employees	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
	Promote and deliver MAs	Employers Employees	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
Connexions Delivery Plans: Local Priority Themes Common Across Region (Local implementation of National Connexions)	Priority Focus: Raise aspirations, participation and achievement levels of all young people (common themes across all 6 local Connexions)		

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Strategy Employers' skills Needs	How: Key Priorities and Actions	Who: Primary Client Group	• Why: Regional Drivers Main Policy
strategies)			
2003-2006	Provide all young people outside learning, or otherwise at risk of underachieving, with the support they need to fulfil their potential.	13-19 year olds NEETs	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Provide an integrated support service for young people and their carers to assist young people to engage effectively in learning and employment.	13-19 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Influence and improve learning provision and other services for all young people.	13-19 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality

Table C Investing in Skills

Strategy Invest in Skills	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
Regional Economic Strategy	Improve skills and learning in the workplace	Managers Employers Employees lacking skills for life	<ul style="list-style-type: none"> • Reduce skills gaps • Raise the demand
	Raise individuals' aspirations and skills for work	Under-represented groups The workforce Adults School leavers	<ul style="list-style-type: none"> • Raise skills levels
FRESA	Develop employers' commitment to skills development	Employers (SMEs)	<ul style="list-style-type: none"> • Raise the demand
	Promote management skills	Managers and SMEs	<ul style="list-style-type: none"> • Raise productivity
	Stimulate individuals' commitment to learning	Individuals (not specified)	<ul style="list-style-type: none"> • Raise the demand
	Encourage effective recruitment practices	Employers Disadvantaged groups	<ul style="list-style-type: none"> • Reduce skills gaps • Raise the demand
	Stimulate and support investment	New and top 50 existing employers	<ul style="list-style-type: none"> • Raise productivity • Raise the demand
	Respond to labour market emergencies	All employees	<ul style="list-style-type: none"> • Raise skills levels • Raise the demand •
SW Innovation Strategy	Develop with BL's Innovation Relay Centre and other partners an approach that encourages SMEs to be innovative	SMEs	<ul style="list-style-type: none"> • Raise productivity • Raise the demand
	Encourage take up of the teaching company scheme	Employers Graduates	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise the demand
	Encourage HE/FE to develop entrepreneurial skills in their students	Students	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps
Regional Strategy for Enterprise	Promote enterprise at all stages of learning	School children Young people Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise the demand
2004 -	Encourage and support the belief that starting a business is a viable career option	Not specific (People)	<ul style="list-style-type: none"> • Raise productivity • Raising the demand
	Promote opportunities for enterprise to the wider community	Women Ethnic Groups Disadvantaged groups Long-term unemployed Over 50s Rurally isolated	<ul style="list-style-type: none"> • Raise productivity • Raising the demand
	Promote and encourage enterprise and new businesses to be created in HE/FE	Graduates Employers	<ul style="list-style-type: none"> • Raise productivity • Raising the demand • Improving quality

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Strategy Invest in Skills	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
	Allow businesses to use knowledge, resources and expertise within HE/FE	Students Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raising the demand
	Encourage and support the promotion of enterprise and new business creation	Disadvantaged groups	<ul style="list-style-type: none"> • Raise productivity • Raising the demand
	Improve the number of, quality of and access to enterprise and business support services	Under represented groups Disadvantaged communities	<ul style="list-style-type: none"> • Raise productivity • Raising the demand • Improving quality
	Provide access to business start-up and wider support services in rural and urban areas and communities	Business people with access problems	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality •
Jobcentre Plus South West Region Business Plan (Regional implementation of National JC+ strategy)	Help people into work through Job Broking, advisor services, screening and referring for Skills for life or Employability Training	Unemployed people Disadvantaged groups	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
2003-2004	Help employers fill vacancies through Job Broking, sectoral approaches, monitoring, networking, and links with employers	Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raising the demand • Improving quality
	Deliver National Employer Engagement Strategy to become recruitment partner of choice	Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
LLSC Annual Plans: Local Priority Themes Common Across Region (Local implementation of National LSC strategies)	Priority Focus: Raise the participation of young people (common themes across all 6 local LSCs)		<ul style="list-style-type: none"> •
2004 - 2005	Increase participation of 16-18 year olds in structured learning by:	Pre-16 - 22 year olds NEET groups Disaffected groups Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
	Increase participation of 16-18 year olds in structured learning by: funding and promoting MAs and MA Brokering	NEET groups 16-22 year olds Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Increase participation of 18-30 year olds in HE by developing Foundation Degrees and Aim Higher	18-30 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Improving quality

Strategy Invest in Skills	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
	Priority Focus: Raise the level of skills (common themes across all 6 local LSCs)		•
	Improve Skills for life	All over 16 year olds	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels
	Improve attainment of Level 2 and 3	All over 16 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels
	Engage with employers to raise demand for skills and WfD	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand
	Priority Focus: Improve local learning infrastructure (common themes across all 6 local LSCs)		•
	Improve collaboration in planning and delivery of learning policy	All over 16 year olds Employers	<ul style="list-style-type: none"> • Raising the demand • Improving quality
HEFCE National Strategic Plan (No specific SW or local plan)	Widen participation and fair access	All with the potential to benefit from HE	<ul style="list-style-type: none"> • Raising the demand • Improving quality
	Enhance excellence in research	Graduates and academic staff	<ul style="list-style-type: none"> • Raise productivity • Improving quality
	Enhance the contribution of HE to the economy and society	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
Business Links' Delivery Plans: Local Priority Themes Common Across Region (Local implementation of National SBS strategies)	Priority Focus: Improving management capabilities and skills in SMEs (common themes across all 6 local BLs)		•
2004-2005	Increase employer engagement in WfD through skills brokerage service	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Increase leadership and management skills	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand
	Promote and deliver lIP	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Promote and deliver Small	Employers	<ul style="list-style-type: none"> • Raise productivity

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Strategy Invest in Skills	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
	Firms Initiative		<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Improve Skills for life in SME workforce	Employees	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
	Promote and deliver MAs	Employers Employees	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
Connexions Delivery Plans: Local Priority Themes Common Across Region (Local implementation of National Connexions strategies)	Priority Focus: Raise aspirations, participation and achievement levels of all young people (common themes across all 6 local Connexions)		
2003-2006	Provide all young people outside learning, or otherwise at risk of underachieving, with the support they need to fulfil their potential.	13-19 year olds NEETs	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Provide an integrated support service for young people and their carers to assist young people to engage effectively in learning and employment.	13-19 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Influence and improve learning provision and other services for all young people.	13-19 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality

Table D Re-engaging non learners

Strategy Re-engage	How: Key Priorities and Actions	Who: Primary Client Group	Why: Regional Drivers	Main Policy
FRESA	Stimulate individuals' commitment to learning	Individuals (not specified)	<ul style="list-style-type: none"> • Raise the demand 	
	Raise the standard of skills for life	Adults	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels 	
	Respond to labour market emergencies	All employees	<ul style="list-style-type: none"> • Raise skills levels • Raise the demand 	
Regional Strategy for Enterprise	Encourage and support the belief that starting a business is a viable career option	Not specific (People)	<ul style="list-style-type: none"> • Raise productivity • Raising the demand 	
	Promote opportunities for enterprise to the wider community	Women Ethnic Groups Disadvantaged groups Long-term unemployed Over 50s Rurally isolated	<ul style="list-style-type: none"> • Raise productivity • Raising the demand 	
	Promote and encourage enterprise and new businesses to be created in HE/FE	Graduates Employers	<ul style="list-style-type: none"> • Raise productivity • Raising the demand • Improving quality 	
	Encourage and support the promotion of enterprise and new business creation	Disadvantaged groups	<ul style="list-style-type: none"> • Raise productivity • Raising the demand 	
	Improve the number of, quality of and access to enterprise and business support services	Under represented groups Disadvantaged communities	<ul style="list-style-type: none"> • Raise productivity • Raising the demand • Improving quality 	
	Provide access to business start-up and wider support services in rural and urban areas and communities	Business people with access problems	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality 	
Jobcentre Plus South West Region Business Plan (Regional implementation of National JC+ strategy)	Help people into work through Job Broking, advisor services, screening and referring for Skills for life or Employability Training	Unemployed people Disadvantaged groups	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand 	
2003-2004	Help employers fill vacancies through Job Broking, sectoral approaches, monitoring, networking, and links with employers	Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raising the demand • Improving quality 	
	Deliver National Employer Engagement Strategy to become recruitment partner of choice	Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality 	

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Strategy Re-engage	How: Key Priorities and Actions	Who: Primary Client Group	• Why: Regional Drivers Main Policy
LLSC Annual Plans: Local Themes Across Region (Local implementation of National LSC strategies)	Priority Focus: Raise the participation of young people (common themes across all 6 local LSCs)		
2004 - 2005	Increase participation of 16-18 year olds in structured learning by	Pre-16 - 22 year olds NEET groups Disaffected groups Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
	Increase participation of 16-18 year olds in structured learning by: funding and promoting MAs and MA Brokering	NEET groups 16-22 year olds Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Increase participation of 18-30 year olds in HE by developing Foundation Degrees and Aim Higher	18-30 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Improving quality
	Priority Focus: Raise the level of skills (common themes across all 6 local LSCs)		<ul style="list-style-type: none"> •
	Improve Skills for life	All over 16 year olds	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels
	Improve attainment of Level 2 and 3	All over 16 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels
	Priority Focus: Improve local learning infrastructure (common themes across all 6 local LSCs)		<ul style="list-style-type: none"> •
HEFCE National Strategic Plan (No specific SW or local plan)	Widen participation and fair access	All with the potential to benefit from HE	<ul style="list-style-type: none"> • Raising the demand • Improving quality
	Enhance the contribution of HE to the economy and society	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
Business Links' Delivery Plans: Local Themes Across Region (Local implementation of National SBS strategies)	Priority Focus: Improving management capabilities and skills in SMEs (common themes across all 6 local BLs)		<ul style="list-style-type: none"> •

Strategy Re-engage	How: Key Priorities and Actions	Who: Primary Client Group	• Why: Regional Drivers Main Policy
	Increase leadership and management skills	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand
	Promote and deliver Small Firms Initiative	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Improve Skills for life in SME workforce	Employees	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
	Promote and deliver MAs	Employers Employees	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
Connexions Delivery Plans: Local Priority Themes Common Across Region (Local implementation of National Connexions strategies)	Priority Focus: Raise aspirations, participation and achievement levels of all young people (common themes across all 6 local Connexions)		
2003-2006	Provide all young people outside learning, or otherwise at risk of underachieving, with the support they need to fulfil their potential.	13-19 year olds NEETs	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Provide an integrated support service for young people and their carers to assist young people to engage effectively in learning and employment.	13-19 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Influence and improve learning provision and other services for all young people.	13-19 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality

Table E Reforming the supply side

Strategy Reform	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
Regional Economic Strategy	Deliver coherent skills development framework focused on needs of industry (FRESA)	All learners Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raise the demand • Improve quality
	Ensure there is equality of access to work, training and business services	Disadvantaged groups Excluded groups Under-represented groups Job seekers Older people	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raise the demand • Improve quality
FRESA	Co-ordinate workforce development	Employers	<ul style="list-style-type: none"> • Improve quality
	Integrate sector skills activities in the region	Employers by sector	<ul style="list-style-type: none"> • Improve quality
	Raise the standard of skills for life	Adults	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels
	Provide coherent skills development infrastructure	Employers	<ul style="list-style-type: none"> • Improve quality
	Maximise access to jobs and skills development	Excluded groups	<ul style="list-style-type: none"> • Improve quality
SW Innovation Strategy	Encourage HE/FE to develop expertise in innovation methods and their implementation	Not specified	<ul style="list-style-type: none"> • Raise productivity • Improving quality
Regional Strategy for Enterprise	Promote and encourage enterprise and new businesses to be created in HE/FE	Graduates Employers	<ul style="list-style-type: none"> • Raise productivity • Raising the demand • Improving quality
	Allow businesses to use knowledge, resources and expertise within HE/FE	Students Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raising the demand
	Improve the number of, quality of and access to enterprise and business support services	Under represented groups Disadvantaged communities	<ul style="list-style-type: none"> • Raise productivity • Raising the demand • Improving quality
Jobcentre Plus South West Region Business Plan (Regional implementation of National JC+ strategy)	Help people into work through Job Broking, advisor services, screening and referring for Skills for life or Employability Training	Unemployed people Disadvantaged groups	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
LLSC Annual Plans: Local Priority Themes Common Across Region (Local implementation of National LSC strategies)	Priority Focus: Raise the participation of young people (common themes across all 6 local LSCs)		
2004 - 2005	Increase participation of 16-18 year olds in structured learning by	Pre-16 - 22 year olds NEET groups Disaffected groups Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
	Increase participation of 16-18 year olds in structured learning by: funding and promoting MAs and MA Brokering	NEET groups 16-22 year olds Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Increase participation of 18-30 year olds in HE by developing Foundation Degrees and Aim Higher	18-30 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Improving quality

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Strategy Reform	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
	Priority Focus: Raise the level of skills (common themes across all 6 local LSCs)		
	Improve Skills for life	All over 16 year olds	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels
	Improve attainment of Level 2 and 3	All over 16 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels
	Engage with employers to raise demand for skills and WfD	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand
	Priority Focus: Improve local learning infrastructure (common themes across all 6 local LSCs)		
	Address cost, quality and flexibility issues through Strategic Area Reviews	All over 16 year olds Employers	<ul style="list-style-type: none"> • Improving quality
	Increase capacity and attractiveness of learning provision	All over 16 year olds Employers	<ul style="list-style-type: none"> • Raising the demand • Improving quality
	Improve collaboration in planning and delivery of learning policy	All over 16 year olds Employers	<ul style="list-style-type: none"> • Raising the demand • Improving quality
HEFCE National Strategic Plan (No specific SW or local plan)	Widen participation and fair access	All with the potential to benefit from HE	<ul style="list-style-type: none"> • Raising the demand • Improving quality
2003-2008	Enhance excellence in learning and teaching	All HE students	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Improving quality
	Enhance excellence in research	Graduates and academic staff	<ul style="list-style-type: none"> • Raise productivity • Improving quality
	Enhance the contribution of HE to the economy and society	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
Business Links' Delivery Plans: Local Priority Themes Common Across Region (Local implementation of National SBS strategies)	Priority Focus: Improving management capabilities and skills in SMEs (common themes across all 6 local BLs)		
2004-2005	Increase employer engagement in WfD through skills brokerage service	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Increase leadership and management skills	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand
	Promote and deliver lIP	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality

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Strategy Reform	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
	Promote and deliver Small Firms Initiative	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Improve Skills for life in SME workforce	Employees	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
	Promote and deliver MAs	Employers Employees	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
Connexions Delivery Plans: Local Priority Themes Common Across Region (Local implementation of National Connexions strategies)	Priority Focus: Raise aspirations, participation and achievement levels of all young people (common themes across all 6 local Connexions)		
2003-2006	Provide all young people outside learning, or otherwise at risk of underachieving, with the support they need to fulfil their potential.	13-19 year olds NEETs	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Provide an integrated support service for young people and their carers to assist young people to engage effectively in learning and employment.	13-19 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Influence and improve learning provision and other services for all young people.	13-19 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality

Table F: Integrating and joint planning of skills development

Strategy Integration	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
Regional Economic Strategy	Deliver coherent skills development framework focussed on needs of industry (FRESA)	All learners Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raise the demand • Improve quality
	Ensure there is equality of access to work, training and business services	Disadvantaged groups Excluded groups Under-represented groups Job seekers Older people	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raise the demand • Improve quality
FRESA	Co-ordinate workforce development	Employers	<ul style="list-style-type: none"> • Improve quality
	Integrate sector skills activities in the region	Employers by sector	<ul style="list-style-type: none"> • Improve quality
	Raise the standard of skills for life	Adults	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels
	Provide coherent skills development infrastructure	Employers	<ul style="list-style-type: none"> • Improve quality
	Maximise access to jobs and skills development	Excluded groups	<ul style="list-style-type: none"> • Improve quality
	Stimulate and support investment	New and top 50 existing employers	<ul style="list-style-type: none"> • Raise productivity • Raise the demand
SW Innovation Strategy	With HE/FE and BL partners develop links with private and public sector organisations that promote benefits of innovation	Employers	<ul style="list-style-type: none"> • Raise productivity • Raise the demand
2001 -	With education partners, develop programmes that encourage the innovative approach within all stages of education	School children	<ul style="list-style-type: none"> • Raise productivity
	Develop with BL's Innovation Relay Centre and other partners an approach that encourages SMEs to be innovative	SMEs	<ul style="list-style-type: none"> • Raise productivity • Raise the demand
	Encourage HE/FE to develop expertise in innovation methods and their implementation	Not specified	<ul style="list-style-type: none"> • Raise productivity • Improving quality
	Encourage take up of the teaching company scheme	Employers Graduates	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise the demand
Regional Strategy for Enterprise	Promote opportunities for enterprise to the wider community	Women Ethnic Groups Disadvantaged groups Long-term unemployed Over 50s Rurally isolated	<ul style="list-style-type: none"> • Raise productivity • Raising the demand
	Promote and encourage enterprise and new businesses to be created in HE/FE	Graduates Employers	<ul style="list-style-type: none"> • Raise productivity • Raising the demand • Improving quality
	Allow businesses to use knowledge, resources and expertise within HE/FE	Students Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raising the demand
	Encourage and support the promotion of enterprise and new business creation	Disadvantaged groups	<ul style="list-style-type: none"> • Raise productivity • Raising the demand
	Improve the number of, quality of and access to enterprise and business support services	Under represented groups Disadvantaged communities	<ul style="list-style-type: none"> • Raise productivity • Raising the demand • Improving quality

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Strategy Integration	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
Jobcentre Plus South West Region Business Plan (Regional implementation of National JC+ strategy)	Help people into work through Job Broking, advisor services, screening and referring for Skills for life or Employability Training	Unemployed people Disadvantaged groups	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
2003-2004	Help employers fill vacancies through Job Broking, sectoral approaches, monitoring, networking, and links with employers	Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raising the demand • Improving quality
	Deliver National Employer Engagement Strategy to become recruitment partner of choice	Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
LLSC Annual Plans: Local Priority Themes Common Across Region (Local implementation of National LSC strategies)	Priority Focus: Raise the participation of young people (common themes across all 6 local LSCs)		
2004 - 2005	Increase participation of 16-18 year olds in structured learning by	Pre-16 - 22 year olds NEET groups Disaffected groups Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
	Increase participation of 16-18 year olds in structured learning by: funding and promoting MAs and MA Brokering	NEET groups 16-22 year olds Employers	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Increase participation of 18-30 year olds in HE by developing Foundation Degrees and Aim Higher	18-30 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Improving quality
	Priority Focus: Raise the level of skills (common themes across all 6 local LSCs)		
	Improve Skills for life	All over 16 year olds	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels
	Improve attainment of Level 2 and 3	All over 16 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels
	Engage with employers to raise demand for skills and WfD	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand
	Priority Focus: Improve local learning infrastructure (common themes across all 6 local LSCs)		
	Address cost, quality and flexibility issues through Strategic Area Reviews	All over 16 year olds Employers	<ul style="list-style-type: none"> • Improving quality
	Increase capacity and attractiveness of learning provision	All over 16 year olds Employers	<ul style="list-style-type: none"> • Raising the demand • Improving quality
	Improve collaboration in planning and delivery of learning policy	All over 16 year olds Employers	<ul style="list-style-type: none"> • Raising the demand • Improving quality

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Strategy Integration	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
HEFCE National Strategic Plan (No specific SW or local plan)	Widen participation and fair access	All with the potential to benefit from HE	<ul style="list-style-type: none"> • Raising the demand • Improving quality
2003-2008	Enhance excellence in learning and teaching	All HE students	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Improving quality
	Enhance excellence in research	Graduates and academic staff	<ul style="list-style-type: none"> • Raise productivity • Improving quality
	Enhance the contribution of HE to the economy and society	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
Business Links' Delivery Plans: Local Priority Themes Common Across Region (Local implementation of National SBS strategies)	Priority Focus: Improving management capabilities and skills in SMEs (common themes across all 6 local BLs)		
2004-2005	Increase employer engagement in WfD through skills brokerage service	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Increase leadership and management skills	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand
	Promote and deliver liP	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Promote and deliver Small Firms Initiative	Employers	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Improve Skills for life in SME workforce	Employees	<ul style="list-style-type: none"> • Reduce skills gaps • Raise skills levels • Raising the demand
	Promote and deliver MAs	Employers Employees	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
Connexions Delivery Plans: Local Priority Themes Common Across Region (Local implementation of National Connexions strategies)	Priority Focus: Raise aspirations, participation and achievement levels of all young people (common themes across all 6 local Connexions)		
2003-2006	Provide all young people outside learning, or otherwise at risk of underachieving, with the support they need to fulfil their potential.	13-19 year olds NEETs	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality

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Strategy Integration	How: Key Priorities and Actions	Who: Primary Client Group	Why: Main Regional Policy Drivers
	Provide an integrated support service for young people and their carers to assist young people to engage effectively in learning and employment.	13-19 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality
	Influence and improve learning provision and other services for all young people.	13-19 year olds	<ul style="list-style-type: none"> • Raise productivity • Reduce skills gaps • Raise skills levels • Raising the demand • Improving quality

**ANNEX 8: DIRECTORY OF PLANNED ACTIONS AND
RECOMMENDATIONS**

Key issues	Proposed actions	Planned actions within the region	Recommendations
5.1.1. Relative low productivity	Need to improve evidence base to support targeted action. Research needed on productivity performance.	RDA has planned programme of research on productivity performance. REF has approved further research into the region's productivity performance through a cross sectoral/cross regional study.	None
5.1.2. Diversity of performance across the region.	There is a need to raise the performance of those areas lagging behind.	Regional Economic Strategy	None
5.1.3 Mismatch between demand and supply of skills	Raise the demand for skills through a holistic response to strategy and planning	New SWESA vision to recognise the holistic nature of driving up the demand for skills.	None
	Raising the demand for skills	Business brokerage model identified as a SWESA priority	To enhance capacity building arrangements for Business Link staff and recognise the valuable role of trade unions in the brokerage model.
	Support management and leadership training	Management and leadership identified as a key priority for action under the SWESA	None
	Support for entrepreneurship	Entrepreneurship agenda to be integrated with the skills agenda through the SWESA	None

	Improve university/ business links	Some current activities supported through the FRESA	SWESA partners should map the extent and nature of best practice with a view to expanding this activity and raising the demand for skills through improved innovation and R & D capacity within the region.
	Building the supply of lower level skills	None	Prioritise support for unemployed and inactive to enter training.
	Better match demand and supply by improving IAG services in the region.	FRESA priority to research an enhanced IAG service through piloting regional initiatives.	The SWESA will need to give urgent attention to how best to support and enhance IAG service provision within the region (within the context of recent funding cuts).
	Improve participation in craft and intermediate level skills.	Various FRESA activities	The lessons learned from the review of the Modern Apprenticeships in the region must be taken on board, with a strong need for better marketing and alignment with the efforts of SSCs.
5.1.4 Replacement demand will outstrip employment growth, particularly at lower levels	Improve projections of future demand	Improvements in joint planning and co-ordination through the SWESA arrangements	A knowledge management process needs to be embedded with the joint planning arrangements which ensures that there is regular agreement on the

			interpretation of data and its implications for policy. This shared interpretation will be crucial to gaining shared ownership of the problems and solutions and will provide greater clarity for providers and employers and instil greater trust in the data.
5.1.5 Impact of the industrial structure on the demand for training	Develop flexible training solutions to enable suppliers to be more responsive to the needs of the SMEs, micro business and the self employed.	Research and development project now underway through the FRESA	None
	Targeted action on poor performing sector	Targeted action on RDA priority economic sectors but these not the same as underperforming sectors	That the SWESA partners agree criteria for prioritising action on under-performing sectors.
	Extend and learn lessons from Employer Training pilots	Employer training pilots are being extended in the region.	None
	Ensure more equitable take up of new apprenticeships	None	Learn lessons from Mas and work with SSCs for improved take up
5.1.6 Skills inequity	Improve access to training opportunities	FRESA priority to raise individuals aspirations and skills.	Given the excess of demand over supply for lower level skilled jobs in the region, raising the skills levels and employability skills of the unemployed and

			inactive should be a key priority.
5.1.7 Skills for life problems	Skills for life problems need to be addressed	Skills for life has been identified as a priority by the SWESA	None
5.1.8 Net loss of graduates from the region	Stem loss of graduates from the region	Development of a graduate utilisation strategy under the FRESA	None
5.1.9 Non formal learning becoming increasingly critical	Recognise and support non formal learning	None	<p>The skills development agencies in the region should provide support for non-formal learning initiatives, and consider how best practice in larger firms may be transferred and benefit smaller firms.</p> <p>A programme of coaching and mentoring support, perhaps aligned to the region's management and leadership initiatives, may help to boost productivity and the demand for skills.</p>
5.2.1 Strategic vision – broadening the skills agenda	Reflect the broader skills agenda to encompass and which takes into account the interplay between publicly-funded formal learning, formal learning which takes place	SWESA vision to take into account the broader vision	None

	within the private sector, and a strong role for non-formal learning.		
5.2.2 Strategic co-ordination	Improve the coherence of planning and co-ordination of action.	Joint planning and co-ordination arrangements have been identified as a SWESA priority	None
5.2.3 Targets	Action needed to improve the coherence of targets	Jobcentre Plus and LSCs now in liaison on local targets. RDA contributing to the national debate on targets and devolving decision making to the region.	None
5.2.4 Planning	Improve co-ordination and coherence and planning	Joint planning and co-ordination is a SWESA priority	None
5.2.5 Use of LMI	Support regional research	Research Forum will continue to play a role under the new SWESA	The SWESA funding partners should consider how the regional research priorities identified by the Research Forum on behalf of the SWESA, will be resourced to ensure a continued, high quality evidence base for regional policy-making.
	Improving research capacity	None	This review recommends that SWESA partners give urgent attention to developing a programme of capacity building and resources for staff responsible for using and applying LMI within strategic agencies and provider bodies.

	Develop a greater understanding of labour migration and mobility issues.	None	SWESA to support research on labour mobility and labour migration
	Improving relevance and time horizons of data		The SWESA partners should give further consideration to the development of a 'forecasting model' which can provide data to support the three-year planning horizons of skills agencies and providers.

	<p>Improve evidence base for effective planning</p>	<p>Ongoing work through FRESA Objective 3 group and SWESA Core.</p>	<p>The SWESA Core partners should develop mechanisms to consolidate and share LMI and ensure that it is effectively co-ordinated across the agencies.</p> <p>This should be accompanied by a knowledge management process, which needs to be embedded with the joint planning arrangements and which ensures that there is regular agreement on the interpretation of data and its implications for policy. This shared interpretation will be crucial to gaining shared ownership of the problems and solutions and will provide greater clarity for providers and employers and instil greater trust in the data.</p>
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