

MINUTES

DORSET LOCAL ENTERPRISE PARTNERSHIP SKILLS ADVISORY PANEL AND BOARD

11th February 2020, 10.00am - 12.00am

Bournemouth University, Talbot Campus, Fusion Building F306

Board Attendees:

Emma Hunt, AUB, Chair (EH)
 David Walsh, Dorset Council (DW)
 Nicola Newman, Private Dorset LEP Board member, Ansbury Guidance (NN)
 Rod Davis, Dorset and Somerset Training Providers Network (RD)
 Lesley Haig, AECC (LH)
 Diane Grannell, Bournemouth and Poole College (DG)
 Hugh Joseph, Air Bearing Solutions (HJ)
 Lesley Spain, Skills and Adult Community Education (LS)
 Emma Norton, Bluestone College (EN)
 Zannah Doan, Pavilion Dance South West (ZD)
 David Matthews, Upton Beach Consulting (DM)

Also Present:

Kavita Hayton, Dorset LEP Skills Contract Manager (KH)
 Mira Koseva, Dorset LEP Skills Analyst (MK)
 Helen Stevenson, Dorset LEP Careers Hub Lead
 Julia Howe, representing Nigel Evans, Weymouth College
 Oliver Symons, representing Luke Rake, Kingston Maurward College (OS)

Apologies:

Adrian Trevett, BCP (AT)
 Jim Andrews, Bournemouth University (JA)
 Liz McCormick, Ward Goodman Accountancy (LM)
 Luke Rake, Kingston Maurward College (LR)
 Nigel Evans, Weymouth College (NE) Julia Howe attending for Weymouth College
 Sarah Briggs, DWP Local

Item	Welcome and introductions	Action
1	The Chair welcomed everyone to the meeting and invited a roundtable introduction of attendees which included 5 new employer members. <ul style="list-style-type: none"> Apologies were received as noted above. 	
2	Minutes, Actions and Matters Arising <ul style="list-style-type: none"> The Minutes were agreed as an accurate reflection of the previous meeting and completed actions were noted. There were no matters arising. 	
3	Careers News, Enterprise Advisor Network and Careers Hub	
3.1	<u>Employer Advisors Network (EAN) and Careers Hub update</u> The Dorset LEP Careers Hub Lead, Helen Stevenson, updated the members on Dorset Careers News including the recent publication of Careers and Enterprise Company's 'Closing the Gap' report which demonstrates beyond any doubt the huge impact that employer engagement can have on young people's experiences and understanding of work. The CEC research shows	

<p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.5</p>	<p>that this in turn can influence a young person's confidence to find and secure appropriate and satisfying work or further study.</p> <p>HS informed the members that the Dorset EAN was progressing well and has successfully engaged 71 schools and colleges with 54 matched to an Enterprise Adviser.</p> <p>HS informed the members that Dorset Careers Hub which was launched back in September 2019 was also progressing well with a core group of Cornerstone employers engaged and working in joint projects and with average scores against the Gatsby Benchmarks already above Wave 1 and Wave 2 Hubs averages.</p> <p>Average Benchmark Scores:</p> <table border="1" data-bbox="220 712 1134 853"> <tr> <td>Wave 1 Hubs (operating since Sept 2018)</td> <td>Wave 2 Hubs (operating since Sept 2019)</td> <td>Dorset Careers Hub (Wave 2)</td> </tr> <tr> <td>4.4</td> <td>3.6</td> <td>4.475</td> </tr> </table> <div data-bbox="225 920 1131 1016" style="background-color: #4F81BD; color: white; padding: 5px; text-align: center;"> Dorset Careers Hub achievement - benchmark 5 and 6 </div> <table border="1" data-bbox="225 1025 1131 1480"> <thead> <tr> <th></th> <th>Benchmark 5 Encounters with employers and employees</th> <th>Benchmark 6 Experiences of workplaces</th> </tr> </thead> <tbody> <tr> <td>Target</td> <td><i>75% of Hub institutions fully achieve the benchmark by the end of the 2019-20 academic year</i></td> <td><i>60% of Hub institutions fully achieve the benchmark by the end of the 2019-20 academic year</i></td> </tr> <tr> <td>End of autumn term (2019)*</td> <td>62.5%</td> <td>65%</td> </tr> </tbody> </table> <p>HS pointed to the additional resource to enhance the funding for the 7 institutions within Weymouth and Portland which is being used as follows:</p> <ul style="list-style-type: none"> - Institutional and collaborative funding - Dedicated EC supporting schools and college - Industry visits /workplace experiences - Collaborative Careers event(s) - Sector events - Careers Leader mentoring - Alumni project. <p>Funding has been announced for another year to continue this work.</p> <ul style="list-style-type: none"> • Members noted the excellent progress on the work of the EAN and Careers Hub. 	Wave 1 Hubs (operating since Sept 2018)	Wave 2 Hubs (operating since Sept 2019)	Dorset Careers Hub (Wave 2)	4.4	3.6	4.475		Benchmark 5 Encounters with employers and employees	Benchmark 6 Experiences of workplaces	Target	<i>75% of Hub institutions fully achieve the benchmark by the end of the 2019-20 academic year</i>	<i>60% of Hub institutions fully achieve the benchmark by the end of the 2019-20 academic year</i>	End of autumn term (2019)*	62.5%	65%	
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4 Dorset Careers Hub Steering Group inaugural meeting		
4.1	<p>HS informed the members that a successful meeting had been held on 9th January 2020 chaired by Luke Rake. A summary of the meeting notes were attached as a separate annex to the SAPB papers and it was noted that Terms of Reference for the Steering Group were confirmed subject to minor amendments and a Deputy Chair being included in the group roles. Rod Davis was approved as a suitable candidate due to his membership of the Skills Advisory Panel.</p>	
4.2	<ul style="list-style-type: none"> Members noted the summary of the Steering group and the changes to the ToR 	
5 SERCO Employers Survey update		
5.1	<p>The Dorset LEP Skills Analyst, Mira Koseva, gave a comprehensive update on the preliminary results of the SERCO employers skills survey as of February 6th. It should be noted that the survey is open until Friday 14th (note - now extended until 19th Feb) and MK asked members to continue to share the details with their networks as we are trying to reach the 200 completions target.</p>	<p>ACTION - All share the survey as widely as possible with networks.</p>
5.2	<p>Members discussed the preliminary results with interest, in particular where they coincided with findings from the Skills Analysis (next item) around digital skills shortages and leadership and management development. ZD asked about sole traders and independents pointing out that their skills requirements may be different from larger employers and harder to meet. It was noted that the SERCO skills survey was flexible enough to be completed by many different sized companies and ZD agreed that she could share the survey with her networks too.</p>	
5.3	<p>MK told the meeting that the results of the survey would be integrated into the Skills Analysis results and any new findings would be reflected in the Skills Plan.</p>	
5.4	<p>The following section is a summary of the preliminary findings as reported on by MK:</p> <ul style="list-style-type: none"> Summary based on 99 complete responses from 11 public, 22 third and 66 private sector organisations from a range of industries and varying in size (8 sole traders, 55 employing between 1 to 24 people and 35 employing 25 or more staff). The most frequently mentioned skills gaps were digital skills (36), leadership and management (33), sales and marketing (25) and job specific skills (20). Within the group of digital, technical and analytical skills they experienced the most skills shortages in digital marketing (22), MS Office (18) and data analysis (17). Among all the identified skills gaps, employers felt Digital skills (22), Leadership and Managerial (20), Technical or practical (15) and Sales and marketing (15) were having the biggest impact on their organisational performance and productivity. Employers were attempting a variety of interventions to alleviate the effects of skills gaps, most commonly offering 'on the job' training & development (71) and formal in-house training & 	

5.5	<p>development courses / programmes (53), engaging with colleges (44) and outsourcing training & development (37). Some other methods that employers mentioned were: Development of skills matrices to identify gaps and implementing pay grading systems to support development of skills, holding conferences, and using online training.</p> <ul style="list-style-type: none"> • When asked about the likelihood of engaging training providers to deliver skills, the proportion of employers likely or very likely to engage were as follows: Schools 39%, Universities 40%, Colleges 59%, Private training providers 65%. 47% were likely or very likely to invest in Apprenticeships while 33% unlikely or very unlikely. The majority of employers (66%) wanted to see improvements of the provision of skills and training locally and offered interesting suggestions including access to a countrywide training directory, more affordable and advanced training courses, taking transport in consideration as well as early career interventions helping young people to see Dorset as their career destination. • With regards to recruitment and retention, a common concern was the limited ability to recruit a diverse/ all-inclusive workforce (34), effects of Brexit (24), location of the business (23), and existing employees age profile (proportion of existing employees aged over 50 or reaching retirement age – (19) and some of them considered succession planning, re-skilling, redistribution of tasks and automation to meet the replacement demand. Over half of respondents (56%) experienced hard to fill vacancies recently (past 12 months) mostly due to low number of applicants with the required skills (52). • When advertising their vacancies, the top channels were word of mouth (68), company websites (61), free websites (58) and social media (56) and in terms of seeking help from other organisations one third of the respondents said they have used recruitment agencies and 27% worked with colleges. • Exploring automation and digitalisation in their operations, 44% of the respondents didn't or didn't know whether they had the appropriate skills to embrace these trends and cited digital skills as lacking from their skillsets. Looking into the next 3-5 years however, the majority (84%) of employers expected either some or more significant automation, digitalisation will change their roles and workforce numbers. Just under a half of the surveyed employers (47%) felt the skills required by their business will change over the next 5 years and among the skillsets they predicted as essential were Technical and practical, Digital skills, Leadership and management skills. • Finally, exploring employers' understanding and utilisation of apprenticeships, the majority of surveyed employers (84) felt they had a good understanding of what an apprenticeship is, how it can benefit them (74) and where to find out more (74). The majority of employers were also aware that apprenticeships can be used to upskill new (89), and existing staff (74) of all ages (74). High proportion of employers surveyed were considering offering apprenticeships in the future (71%), however only 34% of them currently employed apprentices and cited a variety of reservations, the most common being the inability to find suitable candidates (47). 	ACTION – MK and KH to incorporate the findings of the survey into the Skills Analysis and Skills Plan
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	<ul style="list-style-type: none"> Members noted the progress on the survey, the current timelines and the dissemination of results. 	
6	Skills Analysis update	
6.1	<p><u>Skills Analysis update</u></p> <p>Dorset LEP's Skills Contract Manager, Kavita Hayton, updated the members on the current state of play of the Skills Analysis report. Members were informed that the Skills Analysis had been submitted to the DfE in November 2019 and that we have very recently received feedback on the report.</p>	
6.2	<p>KH noted the following summary of DfE remarks (DfE letter received 27th January 2020):</p> <ul style="list-style-type: none"> We have addressed all of the feedback points raised following the Summer Review We have provided a very in-depth draft analytical report which includes a fuller appreciation of skills drivers both in terms of business needs and population demographics Our outlined plans to use this as a baseline from which to build both a 'summary version' and action plan are positive, and the evidence provided sufficiently detailed to enable us to do this We make clear how the evidence will be extended and where new work will align with work already produced 	
6.3	<p>KH noted the following DfE advised next steps:</p> <ul style="list-style-type: none"> The action plan should be developed as a priority in the next quarter Maximise the impact of our analysis and give effective signposting that takes our stakeholders on a clear journey from the beginning Build a narrative in our work, i.e. what the data shows, what emerging priorities we have chosen as a result and finally how we plan to address these in our action plan Explain in what order we will be working on the priorities Explain weighting of resource(s) we are considering giving to each 	
6.4	<p>KH explained the proposed approach to the publication and sharing of the Skills Analysis suite of documents including the Skills Plan which would be discussed in the next agenda item. The proposal is to continue work on three key documents: the Skills Analysis, the Skills Analysis Executive summary and the People and Skills Plan until the middle of March with a view to completion at the end of March. It was noted that this proposal dovetails well with the timelines proposed by the DfE in that a progress report against the actions in the People and Skills Plan was expected in March 2021.</p>	
6.5	<ul style="list-style-type: none"> Members noted the progress on the Skills Analysis, the proposed timelines and the methods of publication. 	

7	Dorset People & Skills Plan	
7.1	<p>The Chair, Emma Hunt, introduced the Dorset People and Skills Plan stressing that it was based on the evidence base emerging from the Skills Research and Employer Survey and the strategic priorities set out in the Dorset Local Industrial Strategy (LIS) – it was the LIS People strand plan, which will be delegated to the SAPB to steer and own. The proposed plan was offered for a detailed discussion and EH pointed out it was important to engage with the plan as it would also be linked to other strands of the LIS and a framing document for partners plans. LS noted that curriculum plans for adult learners would need to function against the plans so they needed to be flexible but also clear.</p>	
7.2	<p>Members were asked to consider:</p> <ul style="list-style-type: none"> • Discuss the direction of travel of the plan and its key drivers and priorities • Consider the integration of the plan with other strategic plans • Propose appropriate content for missing sections • Check data is correct and useful • Scrutinise and propose further desired outcomes and prioritise their order • Scrutinise and propose further actions • Consider how resources should be weighted against actions 	
7.3	<p>There was a discussion about the key priorities and the drivers and EH wondered whether the Talent Attraction/Skills for now/Skills for the future were all part of increasing productivity and the priorities were actually the current key drivers of 'increasing productivity', 'living well' and removing inequality'. There was a further discussion on the importance of removing inequality.</p>	
7.4	<p>EH asked that 'employment' rather than employers was used as a term.</p>	
7.5	<p>A concern was raised by DG that the drivers of low productivity in Dorset are not exponentially outlined in the research and there was a discussion on productivity, what it meant in general and specifically for Dorset and it was agreed that the picture is still 'muddy'. DW reflected that overall increasing productivity was within the realm of the LIS, and the People Plan should focus on aspiration, ambition, progression and achievement for Dorset People, rather than going through the same arguments discussed in the LIS. However as 'increased productivity', 'living well' and 'reducing inequality' were agreed as the strategic priorities (inner circle) further national and local determinants of productivity should be outlined in the research. It was proposed that the Skills Analysis and Skills Plan included a description of how we were using the term 'productivity' within the context of LIS and also more detail if possible on the sectors and geography mix and whether some sectors, geographies are bringing the overall productivity down – and possibly in comparison to other LEPS.</p>	<p>ACTION: Shane Vallance to be asked to provide more contextual information on productivity.</p>
7.6	<p>There was a discussion on the demand and supply data and in particular on the data on apprenticeships. It was noted that the FE colleges are experiencing a growth and <u>not</u> a fall in apprenticeship numbers and RD shared some insights of a fall in Level 2 apprenticeships and among 16-18 year olds and a rise in Advanced and Higher apprenticeships as demonstrated in his group's (DSTPN) research. Also RD mentioned tariffs</p>	<p>ACTION: Shane Vallance to be asked to provide more information on apprenticeships in Dorset at different levels.</p>
7.7	<p>changes that have caused the picture of apprenticeship provision nationally</p>	

	<p>to change focusing on higher level skills to older people which could be further deepening inequalities. It was agreed that more granularity should be provided on apprenticeship data before developing actions against this challenge. DG also noted that the apprenticeship requirements were very much demand led rather than supply driven and that perhaps the Skills Plan should reflect this. Another discussion was held around the lack of T Levels provision locally and NN noted this was a signal to young people that parts of the educational provision were not available to them. The schools provision picture was missing from the report and skills analysis as well – it was agreed that the qualification/ certification challenges should be included in the research/plan.</p>	<p>Mira to add an overview on schools.</p>
7.8	<p>ZD raised the issue of recognising independent workers in terms of equality in the workforce and it was advised that they are encouraged to complete the employer survey and be captured in the employer analysis.</p>	
7.9	<p>EH asked that we include measures of success in the action plan so that writing a report on progress next year would be much easier. It was also noted that we should acknowledge work already in train addressing the key priorities of 'increasing productivity', 'living well' and removing inequality'. There was also a discussion of using long term and short term actions and that short term should be the 'quick wins' we can report on next year. It was noted that this could mean breaking down long term desires into smaller actions year on year that drive our funding strategy.</p>	
7.10	<p>There was a discussion of the relative values of traditional qualification-driven skills learning over other ways of picking up skills – 'skills solutions'. It was noted that these could be met through distance learning and LS mentioned tools that they were already using in adult education.</p>	
7.11	<p>LS asked that the actions on outposts should rather be focussed on increasing participation in learning, particularly where this travel to learning was an issue as this would enable a range of solutions to be proposed.</p>	
7.12	<p>RD said that he had doubts about the effectiveness of 'outposts' in deprived areas and there was previously issue with critical mass and again distance learning was mentioned as a possible solution. It was noted however that this was only effective for certain subjects.</p>	
7.13	<p>It was proposed that a conference could be held for employers to learn about the impact of new technologies and of new ways of working in their sectors and that this would impact positively on meeting one or two of the actions in the Plan.</p>	
7.14	<p>There was further discussion on the need to include confidence and resilience building under the banner of well-being as key aspects of career learning.</p>	
7.15	<p>It was agreed by the members that the Skills Plan should operate at a high strategic level rather than being fixated on small actions. However, it was also noted that there was an expectation from DfE to see measurable progress of actions. Members mentioned that they felt they could use the Skills Plan to hang their own agendas/curriculum strategies on to so it needs to demonstrate clear intend and strategy without being too detailed to constrain providers and LH commented that she would be keen to work in the cross-collaborative groups mentioned in the Plan.</p>	

<p>7.16</p> <p>7.17</p> <p>7.18</p> <p>7.19</p>	<p>There was a discussion of whether skills for now and skills for the future should be combined but it was agreed that these were different issues.</p> <p>It was proposed that a 'skills into sectors' section would be useful in term of careers advice as this would allow learners to develop transferable skills for multiple sectors. EH mentioned that digital, leadership, sales and marketing skills as outlined in the early findings from the skills survey should also be clearly outlined in the plan and the actions attached to that. These big groups of skills emerging as skills gaps could have a central SAPB intervention proposed for developing transferable skills that then filter down into sector groups and providers interested in particular sectors coming together to work on developing joint projects for sector-specific courses and interventions.</p> <p>Members were informed that there would be another tranche of funding to support further development of the Skills Analysis and action planning. This was welcomed by members and there was agreement that areas for deeper research should be flagged up in the Skills Plan.</p> <ul style="list-style-type: none"> • The next steps were agreed as: KH to amend the plan and to circulate another draft in early March to SAPB members. Members to contribute to it with their aligned actions and ongoing work. 	<p>ACTION: KH to amend the plan to reflect the discussion and circulate new draft in early March.</p>
<p>10</p>	<p>Date of next meeting</p>	
	<p>15.00hrs 7th May 2020 - West Dorset –</p> <ul style="list-style-type: none"> • OS agreed to host the next meeting at KMC subject to checking bank holiday clashes <p>Proposed 10.00hrs 15th July 2020 – AECC</p> <ul style="list-style-type: none"> • Members agreed to meeting July 	<p>ACTION: KH to check the proposed date against bank holiday schedule and send calendar invites from Dorset LEP for both meetings NB Bank Holiday is on Friday 8th Mays</p>