

## FOREWORD

Jersey's Skills Board and Skills Executive were established by the Council of Ministers in 2008. The Skills Executive comprises the Ministers for Education, Sport and Culture, Economic Development and Social Security and their respective Chief Officers. The Skills Board, which advises the Executive, and drives forward its policies and strategies is 'employer led'. Collectively they are referred to as 'Skills Jersey'. This document, published by Skills Jersey, outlines the priority actions and targets for the development of local vocational skills for 2010.

Jersey's only raw material is its people and it is only through the development of local skills that we will assure our future. As Chairman of the Skills Board, I am delighted with the work undertaken by Skills Jersey in 2009. Equally, I am extremely pleased with the close working relationships which have developed between Skills Jersey and 'partner' organisations, schools, colleges, other government departments and agencies, voluntary organisations and businesses – many of whom are key to the successful delivery of vocational and professional skill development in the Island. The success of our first year of operation is detailed in our Annual Report 2009.

The future presents real challenges, however the task is to emerge from the current economic recession with a more highly skilled and motivated workforce than ever before, a workforce ready and able to increase productivity, to restore prosperity and thereby ensure full employment. All this has to be achieved without significant importation of skills and knowledge from elsewhere. It has to be achieved from within our own community.

For these reasons, Skills Jersey's Business Plan for 2010 is ambitious. It focuses on:

- encouraging practical vocational learning in our schools and colleges;
- supporting skill development among job seekers, and those who are most vulnerable in the workplace;
- supporting the development of literacy, numeracy and spoken English within the community; and
- ensuring vocational and professional learning opportunities to the highest level in all our major areas of economic activity.

Skills Jersey is a strategic organisation. It researches, analyses, reports and supports, and it makes recommendations to government, training providers and learners, occasionally it can direct funding. It relies however, on partners to take the message forward, to develop learning opportunities within their own organisations, and adapt current practices to take account of skill development needs. It relies also on individuals to identify their own learning needs and to take responsibility for their own development.

Last year we made a good start, as can be seen from the achievements in the Annual Report 2009. This year, we must build on those achievements and make skill development a central theme for government, business and everyone in the community. We have demonstrated that the three government departments, with responsibility for vocational training and workforce development, are able to pull together their collective resources in order to achieve our aims and that results can be quickly and effectively achieved. This is solely due to the efforts of Board members, the organisations we work with and in particular officers, who have embraced the approach we are taking with enthusiasm and initiative.

**Richard Plaster**  
**Chairman**  
**January 2010**

## SKILLS JERSEY 2010 BUSINESS PLAN

### Introduction

In 2007 the Council of Ministers agreed to the establishment of a Skills Executive comprising the Ministers and Chief Officers for Education, Sport and Culture, Economic Development and Social Security. The purpose of the Skills Executive was to give political leadership, determine policy priorities and provide strategic direction to an employer-led Skills Board charged with co-ordinating the work of three government departments in developing policy and strategy for enhancing skills in the workforce and those about to enter it. For convenience the Skills Executive and the Skills Board are referred to, collectively, as 'Skills Jersey'.

Skills Jersey takes the view that the development of workplace vocational skills will contribute to the achievement of priorities identified by the Council of Ministers in the Strategic Plan 2009-2014 (June 2009) – Reference to the relevant sections of the States Strategic Plan is contained within Appendix 1 of this report.

### Skills Jersey's Areas of Responsibility

In order to contribute towards the achievement of these priorities, Skills Jersey has three broad areas of responsibility:

- capturing employer and learner demand for skill development;
- developing all age Information, Advice and Guidance;
- managing resources for the provision of vocational education and training opportunities.

Its remit and higher level objectives are contained in Appendix 2 of this document.

### The 2010 Business Plan

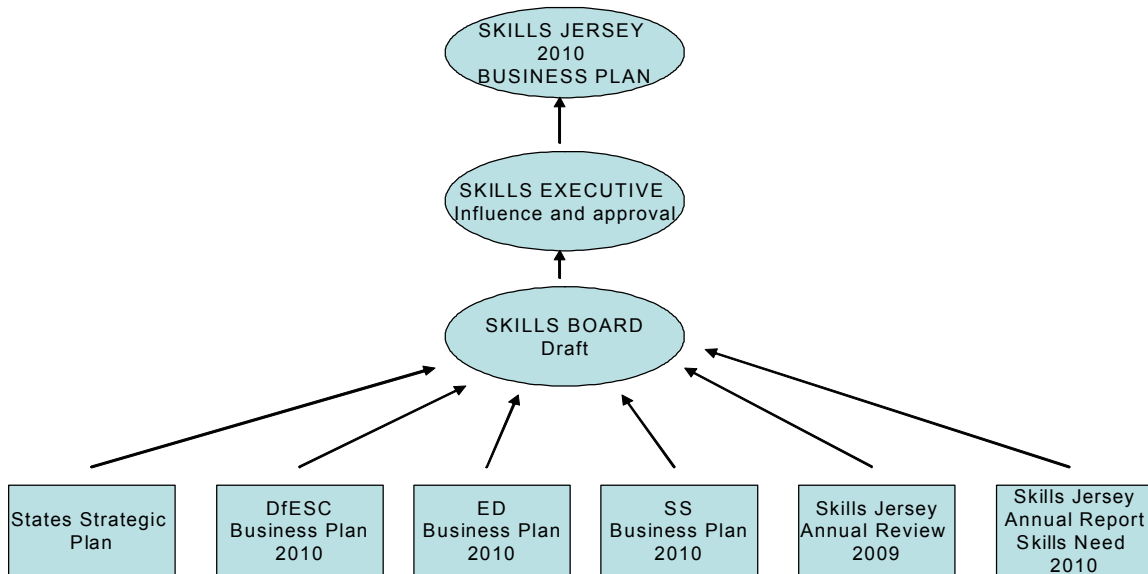
This is the second annual business plan published that includes the 2010 priorities, actions and targets for Skills Jersey which have been established in order to fulfil the longer term priorities described above.

It has been published alongside two other annual publications:

1. The 2009 Annual Report on Skills Jersey activities which reviews achievements against the priorities, actions and targets contained in the 2009 Business Plan published in January last year; and
2. The 2009 Annual Report on Skills and Skill Needs and how they might be met in 2010 and beyond.

Alongside the two documents mentioned above, four other key documents, and the views of the Skills Executive, have influenced the content of the Skills Jersey 2010 Business Plan as can be seen in Fig 1.

**Fig 1. – Process for developing the Skills Jersey 2010 Business Plan**



In producing this plan, Skills Jersey are grateful to the many employers, employers’ organisations, schools, colleges, training organisations, services and individuals who engaged in dialogue with Skills Jersey members and officers during 2009. Their valuable contribution to the development of a ‘skills agenda’ for the Island is recognised here.

## KEY OBJECTIVES, PERFORMANCE INDICATORS &amp; TARGETS

<b>ADDRESSING THE PROBLEMS OF THE ECONOMIC DOWNTURN</b>					
<b>Skills Board BP Objective</b>	<b>States Strategic Plan reference</b>	<b>Department BP</b>	<b>Activity</b>	<b>Key Performance Indicators</b>	<b>Target</b>
1	Aim 1	DfESC Objective 1	Maintaining and improving work experience and off the job-training (Advance to Work) programmes for unemployed 16-19 year olds	Development of greater individual vocational experience and skill amongst young people who participate in the scheme. (Value Added)	A place on the scheme for every eligible young person who can benefit from the experience. Sufficient places to accommodate all school and college leavers who are seeking employment. (current limit 150 participants)
2	Aim 1	DfESC Objective 1	Maintaining and improving assistance to adult jobseekers (Careers Strengthening Scheme) through ensuring that Careers Jersey has capacity to cope with increased numbers, and by: <ul style="list-style-type: none"> <li>• Initiating job fairs</li> <li>• Providing training in CV building, interview techniques etc.</li> <li>• Develop training for job seekers in specific 'hard to recruit' areas of work.</li> </ul>	Client feedback  Feedback from employers and individuals at Jobs Fairs  Range of job/sector specific training on offer  Extent to which participants are able to secure employment after training	Additional staff remain in post until no longer required  Four Fairs per year with real jobs on offer  Training is approved by employment sector and valued by job seekers
3	Aim 1	DfESC Objective 1	Continue to support Highlands College and other training providers to make provision for additional numbers of learners	Highlands College/training providers make accurate forecasts of demand  Highlands College/training providers are able to meet demand in specific areas	All seeking vocational training are able to access a course appropriate to their needs and the needs of local employers

<b>IMPROVING VOCATIONAL EDUCATION FOR 14+ YEAR OLDS</b>					
<b>Skills Board BP Objective</b>	<b>States Strategic Plan reference</b>	<b>Department BP</b>	<b>Activity</b>	<b>Key Performance Indicators</b>	<b>Target</b>
4	Aim 2 Aim 5 Aim 12	DfESC Objectives 1&2  Action LLL1	Support Schools and Colleges in the development of a partnership to improve vocational options for 14-16 year olds	Scheme is valued by students, parents and employers. Participation leads to recognised vocational qualifications, employment or ongoing learning	60 young people participating in the scheme in September 2010. 120 in September 2011.  Future funding to be secured by savings due to reduced number of 16 year olds entering Highlands College requiring foundation year
5	Aim 2 Aim 5 Aim 12	DfESC Objectives 1&2  DfESC Action LLL1  ED Training and Workforce Target	Introduction of an improved and expanded Apprenticeship Scheme	The Scheme should become a well respected valid entry into specific occupations, supported by learners, employers and the wider community.  It should enable participants to learn at their own pace  Aspects of the scheme should be tailor-made to meet specific industry requirements	Successful students should have demonstrated: <ul style="list-style-type: none"> <li>• Competence in the workplace through the attainment of NVQ Level 2</li> <li>• Technical competence</li> <li>• Key skills (literacy &amp; numeracy – customer focus)</li> <li>• Personal skills (employment rights &amp; responsibilities)</li> </ul> The enhanced scheme should be launched in at least two sectors in September 2010 with 40+ new apprentices in existing or new study areas
6	Aim 2 Aim 5 Aim 12	ED Training and Workforce Target	Expansion of Enterprise Education Initiatives in Schools and Colleges	Performance measured by number of participating institutions and extent of activities	75% level of take up in Schools and Colleges
7	Aim 2 Aim 5 Aim 12	DfESC Objective 2	Training providers to be encouraged to place greater focus on employer needs – expressed in the LSN Report published in 2009	Schools, Colleges and other training providers to report on specific actions they have taken to improve literacy, numeracy – and increase awareness of other employer needs as described in the LSN Report	Evidence of improved student performance in literacy and numeracy.  Evidence from employers that young people's understanding of the requirements of the workplace have improved

## SUPPORTING ADULTS IN THE ACQUISITION OF SKILLS

Skills Board BP Objective	States Strategic Plan reference	Department BP	Activity	Key Performance Indicators	Target
8	Aim 2 Aim 5 Aim 12	DfESC Objective 4	Take account of the research into adult literacy and numeracy commissioned in 2009  Undertake further work to ensure that provision in this area is appropriate and of high quality	Research meets the requirements of Skills Jersey as described in the initial brief.  Research findings make clear recommendations regarding the size of the problem and potential solutions	A more coherent, well described and publicised programme of learning in this area  Solutions agreed, strategies developed for September 2010
9	Aim 2 Aim 5 Aim 12	DfESC Objective 4  DfESC Action LLL2	Further development of the University Centre for Jersey (UCfJ) in partnership with Highlands College and other Higher Education providers	UCfJ is viewed as an independently branded resource for higher education and professional development	Closer liaison between the work of the UCfJ to offer programmes of HE and CPD within both the States and the private sector
10	Aim 2 Aim 5 Aim 12	DfESC Objective 4  DfESC Action LLL2	Encouragement of a broadening of higher education opportunities within the Island	Enrolment numbers and retention rates for current programmes remain buoyant.  Pass rates on existing programmes are at least as good as national averages.  Students are recruited from a broad range of backgrounds	Continued success of the current portfolio of strategically important HE programmes. Successful launch of Foundation Degree in Childcare studies.  Development of generic top-up academic year to convert Foundation to Honours Degree
11	Aim 2 Aim 5 Aim 12	ED Training and Workforce Target	Sector by sector reviews, published quarterly focussing on the 'state of the industry', its skill requirements and training practices	In depth knowledge of each sector will inform Skills Jersey's approach to developing individual sectors training strategies.  Career advisers, schools, colleges, learners, parents and job seekers will have more detailed information on each sector  Skills Jersey will gain a better understanding of why employers have 'difficult to fill' vacancies	Over 3 year period reports will be produced on every major sector of the local economy starting with Construction Sector in March. The economy is split into 11 sectors excluding the States

Skills Board BP Objective	States Strategic Plan reference	Department BP	Activity	Key Performance Indicators	Target
12	Aim 2 Aim 5 Aim 12	ED Training and Workforce Target	Continued development of the Jersey Undergraduate Internship Scheme	Provision of over 60 Undergraduate Internship placements for Jersey students returning to Jersey	60 Companies and students successfully matched
13	Aim 2 Aim 3 Aim 5		Skills Jersey will encourage greater emphasis on succession planning within larger organisations	In 2010 the States of Jersey, as the Island's largest employer, develops policy and strategy for its own succession planning	Reduction in need for off-island recruitment due to greater emphasis on training / professional development and succession planning – especially in key public sector areas such as teaching, nursing and senior officer roles
14	Aim 5 Aim 8	DfESC Objective 4	Further exploration of ways in which Skills Jersey can assist vulnerable groups into employment	By end of 2010, a clear relationship exists between Skills Jersey and government and non- government organisations engaged in developing options and routes into employment for the most vulnerable	Development of a clear and effective government organisational structure with clear policies and agreed strategies for supporting vulnerable people into employment.  Explicit partnerships with organisations seeking to support the vocational development of the most vulnerable.
15	Aim 2 Aim 5 Aim 6	SS Objective 2	Research and publicity to identify and highlight and valuable contribution that older adults can make to employers  Identification of issues which may need to be addressed to encourage older people to remain economically active	Analysis of international research findings, is supported by local examples of good practice  Publication is well received  Issues adversely affecting continued employment and/ or self employment beyond retirement age are identified and addressed	Publication of brochure and media coverage before end of 2010  Encouragement of relevant States Departments to take measures to promote employment and self employment beyond retirement
16	Aim 2 Aim 5	SS Objective 2	Development of support for self-employed adults and those seeking self employment – through closer co-operation between States Departments, Jersey Enterprise, FE & HE provision and other agencies	Newly self employed people report satisfaction with support provided to them	Publication of information encompassing States activities and provision to support self employment and small business growth

## DEVELOPING SKILLS JERSEY SERVICES FOR ITS CLIENTS

Skills Board BP Objective	States Strategic Plan reference	Department BP	Activity	Key Performance Indicators	Target
17	Aim 2 Aim 3	DfESC Objective 2&9  DfESC Action LLL5	Further development of Skills Jersey and greater integration of the services it offers to provide more coherent and comprehensive support to employers, training providers and learners	Review of relationships between activities of Careers Jersey, Workwise and organisations working with special needs clients.  Development of Skills Jersey organisational structure to provide greater client focus and value of money	By end of 2010, reports commissioned by SS into special needs provision, the Department's direct contribution and its relationship with voluntary organisations will have been published, debated and proposals for change will have been accepted. Skills Jersey will, if required, reconfigure its service in light of these developments
18	Aim 3 Aim 12	DfESC Objective 2	Development of Skills Jersey / Careers Jersey website	Website becomes the preferred site for employers learners training providers for information regarding Skills Jersey and Careers Jersey and their respective activities	Website up and running in 2010. Site is well received and used more than current site.
19	Aim 3 Aim 12	DfESC Objective 2	Work towards the achievement of a national Quality Standard for Careers Services	Consider a range of standards published for Careers Education. Gain agreement on the most appropriate standard for use as a benchmark	Seek to attain that standard in all schools by 2011  All Careers Staff to achieve appropriate qualifications
20	Aim 12	DfESC Objective 2	Encourage all Schools / Colleges and their respective Governing Bodies to take greater interest in careers education.	All Schools/Colleges to have a member of their Governing Body with special interest in careers education	100% of secondary schools and colleges to have a Governor with special interest in careers education



Skills Board BP Objective	States Strategic Plan reference	Department Business Plan	Activity	Key Performance Indicators	Target
21	Aim 2 Aim 5 Aim 12	DfESC Objective 2  DfESC Action LLL5	<p>Implementation of the Skills Award Scheme which rewards employers for</p> <ul style="list-style-type: none"> <li>• commitment to training of staff</li> <li>• wider contribution to skills by taking trident students</li> <li>• even greater contribution to the community by offering work placements</li> </ul> <p>Support for special needs clients through development of policy, and by offering sheltered work and coaching</p>	<p>A significant number of companies and organisations successfully apply for the award.</p> <p>The scheme should be non bureaucratic and easily administered</p>	<p>The certificate and Skills Jersey logo associated with it becomes widely recognised throughout the Island – thus</p> <ul style="list-style-type: none"> <li>• increasing awareness of the importance of skill development</li> <li>• offering recognition to participating organisations</li> <li>• raising the profile of Skills Jersey</li> </ul>
22	Aim 2	ED Training and Workforce Target	Capturing and publicising employer and learner need	<p>Monitor measure and report annually on general trends and emerging issues.</p> <p>Quarterly sector specific reports</p>	<p>Reports are timely, accurate and valued by:</p> <ul style="list-style-type: none"> <li>• Skills Jersey</li> <li>• Employers</li> <li>• States Departments</li> <li>• Training Providers</li> <li>• Learners</li> <li>• Advisers</li> </ul>
23	Aim 3		Review structure of Skills Jersey and the services provided. To ensure they are appropriately resourced and in the right location		

RELEVANT EXTRACTS FROM THE STATES STRATEGIC PLAN 2009 - 2014

*'The Council of Minister is optimistic that, through working together with all sections of the community, the challenges of the Island can be tackled. This is the very heart of the plan which focuses on five main areas:*

*enabling people to reach their full potential;*

*meeting our health housing and education challenges;*

*preparing for the ageing society;*

*protecting the countryside and our environment;*

*creating a responsive government.*

*With this in mind, it is essential that this strategic plan achieves a balance between:*

*Dealing with the current economic downturn in order to reduce the impact of the global economic situation on Jersey's residents, communities and businesses;*

*And*

*Developing a plan to secure the long-term future of the Island.'*

Within the Strategic Plan, skills development is viewed as a priority which will:

*'enable everyone to have the opportunity to reach their full potential;*

*meet health housing and education priorities;*

*prepare for the ageing society;*

*support and maintain the economy.'*

The Strategic Plan views skills development not only as a contributor to the achievement of the above priorities, but also a priority in its own right:

*'By developing the skills that the local economy requires, we not only provide opportunities and employment for local people and enable them to fulfil their potential, we also provide a future for our young people and the foundations for future economic growth.*

*We will:*

*maintain academic success, and ensure equally good vocational support for young people to help them achieve their potential;*

*ensure high levels of literacy and numeracy;*

*increase support for non-academic pupils;*

*invest in skills development and vocational training to support new and existing industries in providing suitable jobs for local people;*

*develop local people for public sector jobs at all levels.'*

## **The Approved Remit**

On the 7<sup>th</sup> January 2009, the following remit was agreed:

### **Overall**

All skill related issues from basic through to the most advanced, regardless of age, ability, social or economic background, including....

identifying skill needs across the economy including self employment;

consultation with employers and their organisations;

research into skill needs, supply and demand;

removal of boundaries preventing skills being attained or used;

the inclusion of groups currently not part of or excluded from the workforce;

employability issues – attitude, motivation etc;

productivity – both individual and employer;

value for money;

the review of Government policies and / or legislation where it impacts the skill agenda;

international comparisons.

### **Information Advice and Guidance**

Guidance on Careers for the school leaver, late entrant or re-entrant to employment, and career switchers;

Support and advice for candidates coming out of employment, facing potential redundancy or changes in employment circumstances

Further and Higher Education grants and loans.

### **Managing Provision**

Ensuring quality provision is appropriately available, and where not, recommend provision from either public or private sector

Provision for 14 to 16, 16 to 18 and 19+ through to career development and change, and beyond retirement

Literacy, numeracy, ESOL and technology

Stimulation and facilitation of learner demand where this is below need or provision of appropriate support enabling learners to get back into employment

Stimulation and encouragement of employer attitude and investment in training and development

Vocational skills

Apprenticeships

Relevance of training

Ensuring accessible, seamless and supported progression routes

**Capturing Employer and Learner Demand**

Supply and demand information and analysis

Future skill needs forecasting

Employer and employee aspirations

**Objectives**

At the same meeting it was also agreed that the following high level objectives should guide actions:

- i. Full employment and the future diversification and development of the economy are supported by the development of skills from within the residential population.
- ii. Employment and skills needs of organisations are met, as far as possible, from the resident population.
- iii. All individuals have opportunities to maximise their occupational potential and life skills.
- iv. The development of skills enables organisations to maximise their productivity and sustainability.