



**Learning and Skills Plan  
for North Kent  
2006 – 2012**



*July 2006*

# Learning and Skills Plan for North Kent 2006–2012

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## Foreword by Jonathan Shaw, MP for Chatham and Aylesford and Chair of the Gateway Knowledge Alliance



Learning and skills are fundamental to the future success of North Kent, its businesses, its people and its communities. The scale and range of developments planned for the Thames Gateway offer the people of North Kent a wide range of new work and business opportunities. In an increasingly competitive global economy, North Kent's people will only benefit from the opportunities available if they have the knowledge and skills required in the modern workplace.

Two years ago partners from all parts of North Kent's of education system, supported by central, regional and local Government, came together to set up the Gateway Knowledge Alliance (GKA). GKA was established to meet the challenges of regenerating the area through a more integrated and responsive learning and skills system ranging across schools, colleges and universities, from cradle to grave.

Supported by the then Office of the Deputy Prime Minister, the South East England Development Agency and the Learning and Skills Council, GKA has successfully delivered a programme of investment in our learning infrastructure. This has led to the creation of new vocational skills and learning centres and innovative curriculum models, and greater integration of education and regeneration in North Kent.

Despite this early and encouraging progress, many challenges still lie ahead. This Plan sets out the key learning and skills challenges, and proposes specific actions to help bring about the "step change" that partners recognise to be needed to make the regeneration of North Kent work best for its people. These challenges are:

- Basic and lower level skills: too many people still lack the minimum skills required for employment in the modern economy
- Intermediate and higher level skills: modern jobs and successful companies require a more educated and skilled workforce than before
- Local brokerage: at local level we need better ways of linking people to jobs, and people to the skills they need to develop their careers, making sure that employer needs are fully and responsively met
- Demographics and older workers: an ageing workforce means that the skills of adults, predominantly those already in work, will need new skills to take up the opportunities available. We need to extend existing workplace learning initiatives, expand part-time Higher Education, and stimulate new investment by Government, individuals and employers to help adults gear up for the future
- Skills for key sectors: we need to engage North Kent's employers to plan provision to meet the needs of the future labour market, and local people to raise their aspirations to take up the opportunities emerging in key sectors
- Progression and collaboration: we need to take further GKA's work to create a flexible and responsive "cradle to grave" learning and skills system, widening the offer of learning and skills, and creating coherent and flexible pathways for young people and adults
- Partnership and development: GKA needs to champion and support the best use of current funds and attract new ones, help local partners and key stakeholders to work together to have maximum impact, and help partners develop the new services that our people and employers need

I am convinced that North Kent is ready to meet the challenges ahead. We have a unique approach to working in partnership, a shared commitment to developing our people and a willingness to innovate, which is already delivering results. This Plan sets out the actions we need to take over the next six years to achieve our shared vision for the regeneration of North Kent.

[Signature]

**Jonathan Shaw MP**

July 2006



## 2. National Economic, Regeneration and Policy Drivers

### 2.1 Globalisation and Structural Economic Change



North Kent, in common with the rest of the UK, faces competitive challenges arising from globalisation and structural economic change. As described in the *Trade and Investment White Paper*<sup>1</sup> production is now broken down across national borders, with different locations specialising in the production of different components; telecommunications now make it possible for services to be supplied a long way away from the customer. Both low- and high-value added production are shifting around the world, as production and consumption are re-structured, reflecting growing competition, falling transport costs, the need to be near consumers in some sectors, ‘just in time’ production techniques, engineering and software design around the clock using information and communications technology, the emergence of new markets, and competitive pressures for quality and innovation. Simplistic concerns about “off-shoring” taking away lower-value goods and services are contradicted by the growing sophistication of high-growth competitors, such as China, India and Brazil, which are increasingly bidding for R&D work.

As highlighted in the South East Regional Economic Strategy<sup>2</sup>, the global economic structure is undergoing radical change, with the phenomenal growth of emerging economies. China’s exports are now 23 times their 1980 level, while India’s service sector exports are growing at more than 20% per annum. In the South East region as a whole private services, driven primarily by growth of finance and business services, are forecast to grow from around 40% of output in 1982 to 60% in 2016, while the relative share of manufacturing and production is expected to fall from 30% to 20% over the same period.

Kent and Medway Economic Board<sup>3</sup> have identified that the sub-region lags behind the rest of the South East region in key economic indicators and have proposed priorities for action – with skills a major focus - to address this deficit, raise productivity and competitiveness, and assist in unlocking potential.

*Kent Prospects*<sup>4</sup> highlights that, despite performing reasonably well against national comparisons, in terms of enterprise and competitiveness, the county underperforms on skills, productivity and wage levels when compared with the South East. The *Kent Prospects* framework also singles out Thames Gateway (along with Ashford) as one of two key growth areas and identifies a need to expand learning, vocational training and skills development opportunities over the period 2006 – 2012. A further priority for the period within the Regeneration strand of the framework is to develop more effective links between communities and regeneration opportunities.

### 2.2 Thames Gateway and the 2012 Olympics

#### **Background: North Kent within the Thames Gateway**

North Kent is located within the Thames Gateway, considered to be Europe’s largest regeneration area, involving the creation of 180,000 new jobs and the building 120,000 new homes by 2016<sup>5</sup>. The Gateway as a whole covers a geographical area of 80,000 hectares and is home to 117,000 companies, employing nearly 1.5 million people<sup>6</sup>. North Kent has a population of over half a million people, 15% of the total residents in Thames Gateway area and makes up roughly 20% of the Thames Gateway economy<sup>7</sup>.

1 *Trade and investment White Paper 2004: Making Globalisation a Force for Good*, Department for Trade and Industry, July 2004

2 *Review of Regional Economic Strategy 2006 – 2016, The Evidence Base Interim Paper*, South East England Development Agency, November 2005

3 *Strategic Economic Framework (Draft)*, Kent and Medway Economic Board, May 2006

4 *Kent Prospects 2006 to 2012, An Economic Development and Regeneration Framework for Kent*, Kent Partnership (Consultation Draft), March 2006

5 *Creating Sustainable Communities, Delivering the Thames Gateway*, Office of the Deputy Prime Minister, March 2005

6 *Thames Gateway Sector Skills Dialogues Report*, Learning & Skills Council Thames Gateway and London Development Agency (forthcoming)

7 *North Kent Area Investment Framework*, Thames Gateway Kent Partnership, April 2002

Structural change is having a profound and growing impact on the local workforce, as old sectors decline and the opportunities presented by emerging sectors need to be grasped. From a national perspective, by 2014 job losses are expected in the primary and utilities sector (which includes agriculture and mining), manufacturing (including engineering, metals and metal goods, and textiles and clothing), while growth is forecast for distribution and transport, business services and non-marketed services (such as education, health and social work)<sup>8</sup>. In North Kent, decline is forecast in agriculture, food processing, traditional manufacturing and defence-related industries, while key growth employment sectors for the future are retailing, advanced manufacturing, financial and business services, and transport and logistics<sup>9</sup>.

Just 16% of North Kent private sector jobs are in the knowledge intensive sectors compared with 24% for the South East. When public sector jobs are included, the proportion rises to 31% in Thames Gateway Kent compared with 37% across the South East. Average earnings are about 8% below that of the South East region while the employment rate is 76% compared with 79%. Only 17% have a degree compared 28% in the rest of the South East; while over 40% have no or low qualifications compared to 31% across the South east as a whole. Dartford has a stronger skills profile than the rest of TG Kent, although, given its proximity to London, this may include a large number of outward commuters; with Swale and Gravesham having particularly high levels of those with low skills<sup>10</sup>.

The density of businesses in Thames Gateway Kent is similar to that for the whole of Thames Gateway at 30.79 per 1,000 population; though lower than the 37.33 national average. The new business formation rate is 11.36, above the national average of 10.72 but below the Thames Gateway average of 12.92.

The new business survival rate after 36 months is 68.26, better than both the Thames Gateway average and the national average. The growth in VAT registrations is 16.02%, double the national average of 8.02% and just below the Thames Gateway average of 19.14%. Self employment is slightly higher than the Thames Gateway for both sole traders and those with employees<sup>11</sup>.

### **Thames Gateway Skills Issues**

Research and consultation with key employer bodies in the Thames Gateway<sup>12</sup> as a whole has identified eight cross-cutting issues facing all industry sectors:

- Demographic change and the ageing workforce exacerbate problems of staff recruitment, with a particular emphasis on attracting young entrants and older workers (including returners) alike. Female and black and minority ethnic potential workers are under-represented in many roles and many sectors suffer from “image problems” among the potential recruits, who may lack awareness and understanding of the range of career options available, or lack the aspiration to work in unfamiliar sectors<sup>13</sup>. There are often porous boundaries between paid employment and the community and voluntary sector: volunteer training can have a significant impact on local communities and also enable access to paid employment. Many sectors have identified a need for innovative approaches to improving access by the local community in employment and career opportunities in their industry through Foundation Degrees, work experience, careers advice and the re-design of job roles
- Employers commonly struggle with staff retention, commonly linked to the effectiveness of management and the availability of in-work learning and development opportunities (including workbased learning). High cost of living and the perceived poor quality of public services, such as education, can lead many qualified and experienced staff to move away

8 Working Futures 2004 – 2014, Institute for Employment Research, University of Warwick, January 2006

9 North Kent Area Investment Framework, Thames Gateway Kent Partnership, April 2002 and updated 2005

10 Knowledge Economy Audit for the Thames Gateway Directorate of the Learning and Skills Council, Local Futures Research, March 2005

11 Knowledge Economy Audit for the Thames Gateway Directorate of the Learning and Skills Council, Local Futures Research, March 2005

12 Thames Gateway Sector Skills Dialogues Report, Learning & Skills Council Thames Gateway and London Development Agency (forthcoming)

13 A majority of the sectors consulted expressed concern that their sector was little understood and considered unattractive by potential new entrants

- Migrant and overseas workers form a key part of the workforce of most sectors. Areas of employment most likely to attract migrant workers include high skilled professionals in healthcare and engineering, skilled craftspeople (builders, carpenters, joiners etc), and low skilled workers in traditionally lower-wage sectors (e.g. hotels and restaurants)<sup>14</sup>. Improved English Language skills can widen opportunity for individuals and enable workers to make a greater contribution to business performance and the quality of public services
- There is a mismatch between supply of skills and employer demand in terms of programme content (which may not reflect current working practices, technologies, or actual employer requirements), level (publicly funded provision focuses on Level 2; industry may need higher-level learning or not value qualifications at all) and mode of delivery (much provision is still seen as too inflexible and insufficiently workbased). Basic literacy and numeracy remain key requirements, despite substantial progress in recent years and can have a beneficial impact on those in work and their employers. Development of new infrastructure including Colleges of Vocational Excellence (CoVEs) and specialist facilities will be especially relevant in some sectors
- Most sectors highlight problems of leadership and management, which also impact on performance and staff retention. Approaches linked to appropriate business support and which include workbased learning, non-accredited learning, mentoring and learning networks are effective in addressing this problem
- Employer engagement by the learning and skills sector is poor, and might be addressed through better information, coherent brokerage arrangements, use of existing business networks, development of new networks, the support and advocacy of Sector Skills Councils, links to appropriate business support and better understanding between the education and business sectors. Smaller employers require specific tailoring, often on a sector by sector basis
- Funding of post-16 learning and skills is increasingly focused on young people and young adults and on delivery of Level 2 qualifications which do not always meet employer requirements, engage older workers or meet specific industry requirements and priorities. Sector Skills Agreements will enable more effective tuning of the Government-funded offer to employer needs, but funds will, by necessity, always be limited and employer and individual contributions required
- Administrative boundaries can be an obstacle to effective working with employers, planning of learning and skills, and the implementation of sector strategies

The Thames Gateway Sector Skills Dialogues also identified a range of issues specific to individual sectors (see Appendix 1).

## **2012 Games**

Ongoing consultation with stakeholders from across Thames Gateway has identified a number of learning and skills issues and challenges to maximise the impact of the 2012 Olympics and Paralympics<sup>15</sup>. These include:

- The need to identify, share and develop best practice
- Employer engagement needs to increase, building on actions already being taken forward through Agenda for change
- Public-private partnership is essential to ensure that public sector bodies can meet requirements and deadlines set by private sector companies
- 2012 provides an opportunity to address Equality and Diversity issues, including participation in employment and skills by disadvantaged groups
- It is unlikely that current learning and skills infrastructure can meet 2012 requirements

### **North Kent Perspective: Thames Gateway and 2012 Games**

The implications of wider Thames Gateway and 2012 developments were reviewed by North Kent stakeholders late in 2005<sup>16</sup> and identified the following key issues for North Kent:

- There is a need to ensure coherence between the aims and plans of the North Kent Delivery Boards and strategic plans for the wider Thames Gateway: learning and skills is central to the success of these plans
- Older workers are a key part of the workforce and need new opportunities to develop their skills, typically while employed
- Effective employer engagement will play a key role in effective learning and skills interventions
- Economic development strategies should drive learning and skills provision
- Action is required to raise aspirations and understanding of opportunities presented by the Gateway
- Capacity building of the supply side and sustainable revenue funding is needed to match economic and employer needs
- Meeting the Gateway skills challenge in North Kent will involve a step change in capital and revenue funding

### **Skills for Sustainable Communities**

The Egan Review<sup>17</sup> of the skills required to build sustainable communities considered what skills are required and by whom to ensure the success of key developments like Thames Gateway. The review concluded that a set of specific and generic skills, knowledge and behaviours are required by relevant occupations and the wider public to ensure a sustainable future for growing local communities. Measures to develop these include:

- Encouraging entrants into core occupations involved in building sustainable communities
- Gateway education for built environment professionals to encourage cross-sector working and develop generic skills
- Comprehensive and continual professional development for built environment professionals
- Continuous development and review of occupational benchmarks which reflect the sustainable communities role of core professionals
- Skills management for associated professions and the wider public
- Training for elected members

## 2.3 Learning and Skills Policy Context

Learning and Skills policy faces the dual challenge of, on the one hand, working to ensure that the unskilled and low skilled are not excluded from employment, and, on the other hand, raising intermediate and higher level skills as labour demand becomes more sophisticated in an increasingly competitive world.

### **National Skills Strategy**

The second Skills White Paper<sup>18</sup> sets out the core strands of Government's skills strategy with measures to:

- Put employers' needs centre stage in the design and delivery of training, including the Train to Gain programme, employer-led sector based National Skills Academies and Sector Skills Agreements.
- Support individuals in gaining the skills and qualifications they need to achieve the quality of life they want – with a clear ladder of progression upwards in skills; improved information, advice and guidance; and new national entitlements and financial support
- Reform the FE sector, allowing Further Education colleges to become the engines of social and economic growth, providing young people and adults with the right skills to meet the demands of our economy
- Develop an improved qualification structure to support both 14-19 and adult reforms, and develop a system of vocational qualifications which has the flexibility to meet individual and employment needs.
- Work with partners to deliver our shared agenda through the National Skills Alliance and the nine Regional Skills
- Promote fairness of access for all through cross-cutting mechanisms designed to encourage equality of opportunity.

### **Post-16 Planning and Funding**

The Learning and Skills Council (LSC) has published the principles and practice behind the new approach providers should take in respect of planning and quality<sup>19</sup>. The LSC recognises its own role must also change and asks for both a differentiated approach and a focus on collaboration, partnership and trust. The LSC also proposes contestability, choice and a clear line of sight between national targets, plans and funding. LSC funding is increasingly focused on enabling people with no or lower level skills to achieve a Level 2 qualification and acquire the basic skills of literacy and numeracy, placing a greater emphasis on the need for individuals and employers to fund higher level skills.

### **Leitch Review**

The Leitch Review of Skills<sup>20</sup> argues that the UK needs to “raise its game” by 2020 in the face of demographics (aging workforce) and technological change, and competitive pressures arising from globalisation. Skills and knowledge will be key to meeting the challenge:

- There have been improvements in recent years, including increased participation in Higher Education, reform of vocational training and a more effective school system. However, problems persist: one third of adults lack a Level 2 qualification, 5 million adults have no qualifications at all, 1 in 6 lack basic literacy skills and 50% lack basic numeracy

18 *Getting on in Business, Getting on at Work, Second Skills White Paper, DfES, March 2005.*  
19 *Planning for Success – A Framework for Planning and Quality, LSC, December 2005*  
20 *Skills in the UK – the long-term challenge, Interim Report, HM Treasury, December 2005*

- If all current Government targets are met significant competitive problems will remain: the proportion of working age adults without any qualifications will fall to 4%; the proportion without Level 2 will fall to 16% (31% today); and the proportion with a degree will grow to 38% (27% today). The UK will continue to lag behind key competition
- The case for further investment in skills is strong and the economic benefits of this are assessed through three scenarios in which the same number of people (3.5m) are upskilled to Level 2, Level 3 or degree level. The more expensive options deliver more GDP growth, suggesting that the net impact of each intervention would be similar

Option	GDP growth	Cost
Upskill a further 3.5m people to Level 2	0.3%	£1.5bn
Upskill a further 3.5m people to Level 3	0.4%	£3bn
Upskill a further 3.5m people to degree level	0.45%	£9bn

Phase 2 of the Leitch Review (reporting later in 2006) will assess what skills profile the UK should aim to achieve, how responsibility should be shared among Government, employers and individuals, and what policy framework is required to support this.

### **Further Education Review**

The Foster Review of FE<sup>21</sup> concluded that, despite the many recent achievements of Further Education, more action was needed to reduce the numbers of 16 – 18-year-olds not in employment, education or training, help the 14% of adults who have no qualifications, address the needs of 5 million adults with literacy and numeracy skills below Level 1, and reduce the number of students not achieving a qualification after enrolling on a course. Foster argued that these symptoms should be addressed through greater learner focus (through, for example, better advice and choice), improved quality of provision (with greater scope for intervention at failing colleges and greater collaboration among providers to meet local needs) and greater specialisation (through CoVEs, Skills Academies and learning centres in regeneration areas).

In response to Foster Government published its FE White Paper<sup>22</sup>, which set out the aim that virtually all young people should stay in education to age 19, with half going into HE, and outlined responses to Foster in six main areas:

- Greater focus on employability and progression of learners, with each college developing at least one area of specialisation
- A shift towards the needs of employers and individuals, with trialling of Learner Accounts to help people gain Level 3 qualifications and a Level 2 entitlement extended to the age of 25. Train to Gain (which offers workplace training in Basic Skills and Level 2 qualifications) will be rolled out nationally and trialled for Level 3 qualifications
- A national strategy for teaching and learning to ensure that college staff can develop and update their skills
- Decisive action to improve colleges which are judged to be failing or coasting, with new competition arrangements to allow new providers to enter the system
- Funding to close the gap between different 14-19 providers and more demand-led funding (Train to Gain and Learner Accounts), which will account for the majority of adult funding by 2015
- More effective and less bureaucratic relationships between Government and colleges

## **14 – 19 Policy**

National policy for 14 – 19 education and skills<sup>23</sup> will lead to the phasing in of a new national curriculum and qualifications entitlement, with 14 new specialised Diplomas at three levels, covering the occupational sectors of the economy (with requirements definition led by Sector Skills Councils and employers).

Collaborative working among schools and colleges to enable higher achievement and smoother learner progression, with significant local discretion, is seen as essential to the success of the strategy, which aims to increase participation in education by 17 year-olds from its current 75% to 90% by 2015.

## **Higher Education Strategy**

The National HE Strategy<sup>24</sup> aims to expand HE to increase participation to 50%, with a key role for two-year work-focused Foundation Degrees, developing more Foundation Degrees through work with employers, strengthening links between FE and HE to create better pathways for progression, and encouraging more flexibility in courses to meet the needs of a more diverse student body and improve support for those studying part time. Fair access to HE is promoted through university Access Agreements for disadvantaged students and to build better links between schools, colleges and universities, and raise young people's aspirations, through expanding the AimHigher programme, which has also been identified by the Higher Education Funding Council as the primary vehicle for collaborative work across the different sectors of education<sup>25</sup>. FE Colleges in particular, through their partnerships with HE, are seen as playing a key role in encouraging learner progression from and to FE, providing opportunities for higher level learning throughout life.

The strategy also aims to encourage HE to develop its role in the local community, while also extending their regional, national and international roles. Higher Education business links, including work with Sector Skills Councils, are considered to be critical to the success of efforts to develop higher level technical skills and ensure that the curriculum matches economic need through, for example, greater development of work-based degrees. Finally, access by older people to HE is singled out as an area for modernisation, given that the numbers of mature learners have not increased significantly.

## 3. North Kent Regeneration and Economic Development Drivers

### 3.1 Skills the Driver of Local Regeneration and Economic Development



The regeneration of the Thames Gateway will lead to major growth in North Kent: it is anticipated that the population could increase from 600,000 to 700,000 over the next twenty years<sup>26</sup>. The North Kent Area Investment Framework<sup>27</sup> sets out the vision and strategy for the regeneration of North Kent and assigns a key role to education and skills, with the aim of creating a fully integrated, complementary and co-operative education and training system, from nursery through to higher

education, that is collectively focused on economic imperatives and the employability and lifelong learning needs of its citizens.

High quality education and skills are seen as a means of attracting and retaining a high skill population, which, in turn, will improve productivity levels, reduce unemployment and encourage increased levels of social and economic participation. Successful delivery of the education and skills agenda is defined as being essential to meeting the goals of improved economic prosperity, higher levels of social inclusion and the overall raising of the quality of life for North Kent residents.

### 3.2 Local Regeneration and Economic Development in Kent Thameside, Medway & Swale

Learning and Skills are a key part of the strategies for the three Delivery Boards and four local authorities leading the regeneration of Kent Thameside (Dartford and Gravesham), Medway and Swale.

#### ***Kent Thameside***

Kent Thameside has nine miles of waterfront, two historic town centres, and transport links with central London and mainland Europe, centred around the new Ebbsfleet International Station. The key regeneration sites include housing land available for more than 25,000 houses and commercial sites for 50,000 new jobs<sup>28</sup>. A key site is Ebbsfleet, which will host the new international and domestic rail station, equipped with 9,000 parking spaces<sup>29</sup>. Development of Ebbsfleet Valley will cover over 1,000 acres, creating 6 million square feet of office space, 9,600 new homes and 25,000 jobs<sup>30</sup>.

Strategies for Dartford and Gravesham, whilst recognising the distinctiveness of each district, include the development of Kent Thameside as a Learning Region<sup>31</sup>, placing learning as a central activity in order to raise skills, enhance quality of life, improve the local economy and contribute to sustainable growth. Key projects in taking forward the learning and skills agenda are:

- Family Learning Centres: three established, run by Kent Adult Education Service, with the intention to expand the network
- Post 16 Centres of Vocational Excellence: Kent Thameside is participating in the development of a network of vocational excellence across the region to improve and ensure more effective co-ordination of key vocational skills training
- Schools of the Future: taking a radical approach to school provision within Kent Thameside, this initiative supports existing school provision as well as focusing on the number of new schools required as a result of the projected growth in housing and consequent rise in population. Based around the principle of a 'school that never sleeps' the idea is to provide multi-use learning and community facilities
- Employment Opportunities in Early Years and Childcare: to complement the financing and delivery of early years provision is primarily through the work of Sure Start, a new initiative has been launched, initially in the wards covered by the Urban programme. This supports improved access to jobs in the early years and childcare sector

26 *The Health Skills Challenge in Kent and Medway*, Catena Management Consulting, December 2005

27 *North Kent Area Investment Framework*, Thames Gateway Kent Partnership, April 2002 and updated 2005

28 [www.kt-s.co.uk](http://www.kt-s.co.uk)

29 *Gravesham Local Development Framework* (Consultation Document), Gravesham Borough Council, August 2005

30 [www.ebbsfleetvalley.com](http://www.ebbsfleetvalley.com) (Land Securities)

31 [www.kt-s.co.uk](http://www.kt-s.co.uk)

- Gateway Knowledge Alliance: The boroughs support GKA given its aim to provide clear and seamless pathways for learners between various levels of education

An identified priority<sup>32</sup> is to raise the level of debate on employer engagement, given that culture and labour market conditions do not readily support training and workbased learning in areas such as entry level programmes for school leavers and returners, despite evidence of employer need, including large and public sector employers. Kent Thameside is therefore assessing why employers are not engaging and is working to develop workbased learning programmes which match employer requirements. The option of “kite marking” employer relevant provision is being discussed for the whole of North Kent by University of Kent at Medway and Thames Gateway Partnership, an approach which could potentially be applied to other provision.

## **Swale**

Swale has singled out Learning and Skills as one of four priority areas for action in its Economic Development Strategy<sup>33</sup>, finding that the borough’s poor learning and skills profile is the greatest challenge the borough faces, given the importance of skills in enabling access to employment and in attracting new investment, leading to high quality employment opportunities. The Swale Learning Strategy<sup>34</sup> sets out the borough’s plans to address the following key challenges and actions:

- Poor educational performance and progression to be addressed through strategic development of policy and delivery through existing structures and improved local partnership working; widened access to quality FE and vocational provision (focused on priority sectors); and the creation of learning pathways to progression opportunities (including HE)
- Poor learning culture, low aspirations and low levels of participation in learning and skills among all age groups to be addressed through promoting further investment in life / basic skills among adults and young people; support for early years and family learning; and support for community projects and community learning
- A need to provide access to learning and skills required by a restructuring local economy to be addressed through effective engagement between employer and providers / funders; provision of quality labour market information to providers of funding, skills and Information Advice and Guidance (IAG); and improved provision and access to vocational skills for young people and adults
- Poor access to adult and community learning opportunities in rural areas to be addressed by supporting increased provision of adult and community learning; and investigation of innovative partnerships and technology-based approaches

With traditional industries requiring low levels of skills re-locating to lower cost areas, a priority is to identify future growth sectors and design systems of training to encourage their location in Swale through developments such as the Swale Biosciences Learning Zone<sup>35</sup>. Other potential growth sectors are Transport & Logistics and Construction. A specific need identified is for accurate and appropriate local labour market information to inform planning.

## **Medway**

The *Medway Renaissance* Regeneration Framework<sup>36</sup> sets out the vision for Medway to become a city of learning, culture, tourism and enterprise. Learning is seen as being central to the future, requiring a comprehensive and accessible offer of learning and skills provision, through all ages and sectors, and appropriate to a growing regional city. Key developments identified include the new university and college quarter and a new civic hub at Chatham Centre and Waterfront. Business support strategies will encourage the creation of employment opportunities to retain students in the Medway area.

32 *North Kent Thames Gateway Skills Dialogue Report*, Gateway Knowledge Alliance, December 2005

33 *Draft Economic Development Strategy*, Swale Borough Council, 2005

34 *Draft Swale Learning Strategy*, Swale Borough Council, August 2005

35 *North Kent Thames Gateway Skills Dialogue Report*, Gateway Knowledge Alliance, December 2005

36 *Medway Renaissance. Draft Regeneration Framework 2006 – 2016*, Medway Council

Medway Council's economic development strategy<sup>37</sup> places a strong emphasis on the key role of skills in supporting economic development in the following areas:

- A core vision to become a City of Learning, Culture, Tourism, High Technology and Enterprise
- A priority for growth is to develop further connections between the universities at Medway and the business and wider community, improved quality of provision, and increased knowledge transfer and influence over the Medway economy by HE
- Development of key sectors, initially manufacturing / engineering, construction, health and cultural / tourism / creative industries will directly address skills targets. Financial and business services are seen as a priority for inward investment longer term
- Building Medway's skills base is one of five key aims. A thriving higher education sector is considered vital, given an estimated contribution of 25% to the size of the local economy. Key objectives will ensure better links to the local business community, and the creation of a unique learning hub by relocating mid Kent College to a site adjacent to the Universities of Medway, with steps to ensure full integration with Gillingham and Chatham centres
- A second key element of building the skills base is the development of learning infrastructure, supported by measures to develop a learning culture to make Medway a City of Learning. A forthcoming Skills Plan will aim to ensure that workforce development and employer engagement are priorities. The importance of higher level skills to the economy will be recognised by objectives to increase Level 3 course take up and to increase the numbers of graduates gaining employment in Medway businesses

Medway aims to understand better its future employer base<sup>38</sup>, which is expected, given globalisation, to increasingly involve international companies exploiting opportunities arising from the Olympics and the broader regeneration of Thames Gateway. Priorities, therefore, are to attract such companies to Medway, but also to enable local companies to engage with emerging opportunities.

### 3.3 Development of Key Sectors

The North Kent Area Investment Framework<sup>39</sup> identifies three sectors with particularly high growth and high employment prospects:

- High Tech Manufacturing: with identified shortages of electronics engineers, and, to a lesser extent, manufacturing staff. Potential graduate entrants are being lost to higher salaries in IT and Financial and Business Services. Pharmaceuticals, biotechnology and health-related manufacturing find that there is a degree of mismatch between the skills they require and those available
- Business and Financial Services: a particular need is for professional and managerial jobs. High proportions of out-commuters are working in these sectors in London. Attracting these people back to North Kent could benefit the local economy
- Transport and Logistics: major gaps in Distribution are IT skills, management and supervisory skills, marketing, technical skills and customer services. In Transport two thirds of employees are drivers and will require new skills and qualifications to comply with regulation

In addition to these key sectors, emerging sectors, which are fast growing, but currently provide relatively low levels of employment, in North Kent are:

- Creative Industries
- Energy and Fuel
- ICT / Communications
- Life Sciences
- Tourism, Culture and Leisure

37 *Medway Economic Development Statement*, Medway Council, March 2006

38 *North Kent Thames Gateway Skills Dialogue Report*, Gateway Knowledge Alliance, December 2005

39 *North Kent Area Investment Framework*, Thames Gateway Kent Partnership, April 2002 and updated 2005

Seven other sectors have more modest growth prospects, but sustain high levels of employment:

- Construction
- Engineering
- Other Manufacturing
- Hotels and Catering
- Education
- Health Services
- Public Administration

Finally, four sectors suffer from both low growth prospects and low levels of employment. These are: Agriculture, Food Processing, Traditional Manufacturing and Defence Related Industries.

Key sectors also have a local focus in each of the regeneration partnership areas of North Kent. Swale is increasingly concentrating on transport and logistics, advanced manufacturing and life sciences. Medway has highlighted the importance of cultural and creative industries, tourism and manufacturing. The main sectors in Kent Thameside are distribution, hotels and catering, public administration, education and health, and manufacturing and financial services.

Public services are expected to grow across North Kent and drive demand for skills across North Kent, in response to increased demand arising from expected population growth and to address the demand for modern services enabling individual choice. Health and Social care sector services are expected to grow significantly in response to a growing and ageing population<sup>40</sup>. In addition, the relative importance of types of service is expected to change, with a shift from acute services to community provision, and a greater emphasis on the prevention of sickness and the promotion of good health.

## 4. The Learning and Skills Challenge: Implications of National and Local Drivers



Strategies to address the North Kent learning and skills challenge will be taken forward within the constraints and opportunities presented by national policy, which, in turn, shape the options open to key stakeholders. This highlights areas where national and local factors are mutually reinforcing, and other areas where there are gaps. At the same time, progress has already been made in many of the areas identified – these are highlighted through case studies presented throughout this section.

The picture that emerges is one of recent initiatives which could be extended, enhanced or replicated, and areas where new interventions are needed to meet the North Kent learning and skills challenge.

### 4.1 Basic Skills and Lower Level Qualifications

In common with other parts of the UK, North Kent suffers from a “long tail” of people with low or no qualifications, who often lack the basic skills of numeracy and literacy. Among the working age population<sup>41</sup> 40% have no or low qualifications, compared with 31% for the South East. 36,000 people (12.3%) have low numeracy skills and 44,000 (15.1%) have a low level of literacy<sup>42</sup>.

#### **Priorities for Action**

Given that LSC strategies focus on the need for Basic Skills and Level 2 qualifications for young people and adults through programmes such as Train to Gain, mainstream LSC provision should be seen as the prime vehicle for addressing this requirement. There may also be a need for specific initiatives to engage harder to reach groups in learning and skills, as a precursor to developing work-related skills and entry to employment. GKA partners should seek to establish close partnerships with LSC-funded skills brokers to maximise the benefits of Train to Gain for local people and employers. Given high levels of employment and an aging workforce measures to address Basic and Lower Level skills needs should focus more on the employed workforce, delivering vocational skills in the workplace.

### 4.2 Intermediate and Higher Level Qualifications

The Leitch Report highlights the importance to competitiveness of intermediate and higher level skills to competitiveness, growth and future employment in an increasingly globalised economy.

Projections of demand for skills in North Kent highlight the growing demand for intermediate and higher level skills. A major review of planned developments in North Kent<sup>43</sup> suggests that up to 36,000 (60% of Kent Thameside jobs) could be created in North Kent’s development sites. Approximately 30% of the anticipated employment opportunities (10,000 jobs) are expected to require NVQ Level 4 (or equivalent) qualifications, and 8,300 opportunities (25%) will require Level 3. Less than 10% of the new jobs will be suitable for unskilled workers.

#### **CASE STUDY: Ebbsfleet Learning Centre**

The new business developments around Ebbsfleet International Station will create around 38,000 new jobs by 2016. Around 30% of these jobs will require degrees, while almost a quarter will require A level equivalent qualifications. GKA is working with the Kent Thameside Delivery Board to establish a feasibility study which will look at the creation of a new centre for Higher and Further Education at Ebbsfleet in order to meet the needs of the new businesses that will move into the area.

41 Knowledge Economy Audit for the Thames Gateway Directorate of the Learning and Skills Council, Local Futures Research, March 2005

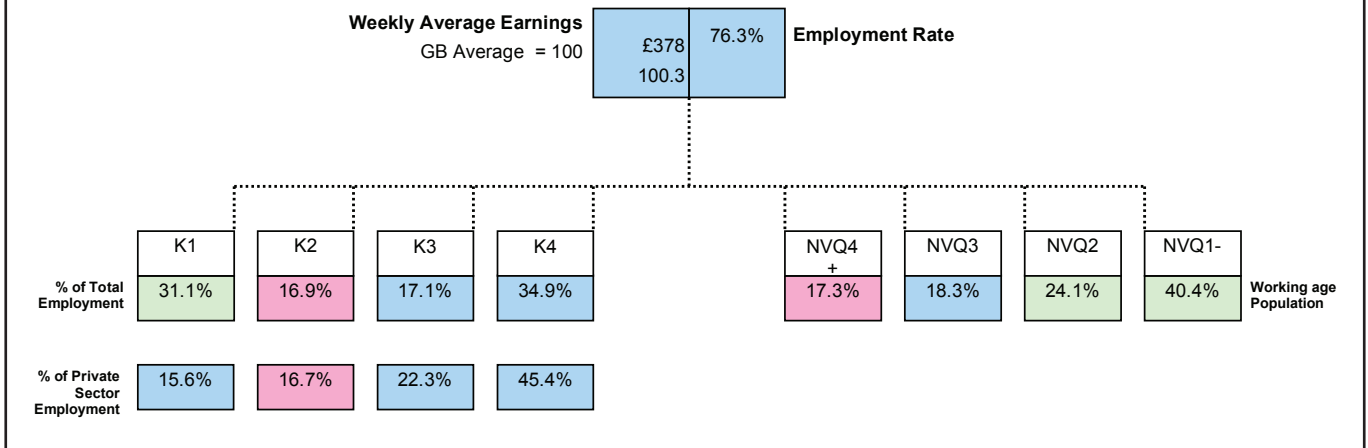
42 North Kent Area Investment Framework, Thames Gateway Kent Partnership, April 2002 and updated 2005

43 Thames Gateway Skills Audit, Centre for Economic and Social Exclusion and DTZ Pleda, March 2005

North Kent already suffers from lower average earnings (8% lower than South east average) and a lower employment rate (76%, compared with 79% for the South East as a whole)<sup>44</sup>. Employment in higher level skilled jobs is significantly below the regional average. Only 16% of private sector jobs are in sectors where at least 40% of the workforce has a degree or equivalent, compared with 24% across the South East.

## Kent Thames Gateway Knowledge Economy, 2002

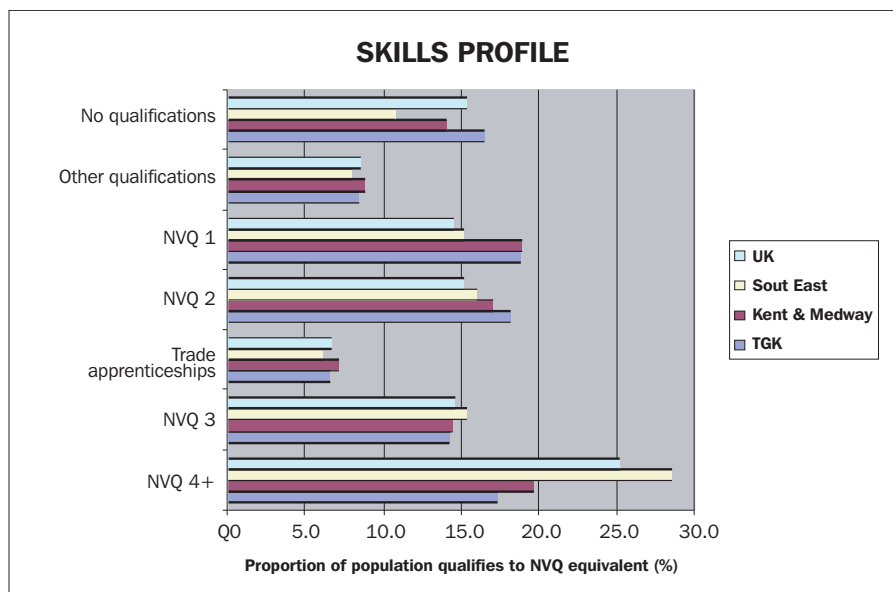
Source: Chart 3.1, Knowledge Economy Audit for the Thames Gateway Directorate of the Learning and Skills Council, March 2005.



Overall, when public sector jobs are also taken into account, 31% of all jobs are in such knowledge intensive sectors, but this is 6% lower than the South East average. At a time when demand for higher skilled staff is expected to grow, North Kent starts from a very low baseline. Only 17% have a degree (28% South east, 21% Thames Gateway London).

### CASE STUDY: Universities at Medway

In all some £50 million has been invested by Canterbury Christchurch University, the University of Greenwich and the University of Kent in an exciting shared campus. The Gateway Knowledge Alliance is working closely with the Universities in further development on this site.



The spread of skills and knowledge intensive employment in the North Kent workforce is broadly similar across Kent Thameside, Medway and Swale, with earnings generally lower than the South East average. One exceptional area is Dartford, which has both higher levels of both high skills and low skills, the highest employment rate of the four local authority areas, and the highest average earnings. Swale and Gravesham have especially stark concentrations of low / no skills (45% and 44% respectively).

### ***Priorities for Action***

A key challenge, given trends in employment and North Kent's low starting baseline is to strengthen workforce intermediate and higher level skills. Limited LSC funds may be available to fund some Level 3 qualifications (eg: for priority sectors and under-25s). GKA and partners should work closely with the new LSC Partnership Teams to maximise the benefits of any discretionary spend and to "bend" mainstream programmes in line with North Kent priorities, including the need for more intermediate and higher level skills programmes for adults. Another area that could be explored with the LSC is the re-direction of some youth funds to adult provision, which typically delivers more qualifications outputs for a given amount of funding. Another would be to address a shortage of funds in youth training at Levels 1 and 2, for which stakeholders have identified there is significant need and demand in North Kent.

While HEFCE is planning expansion of Foundation Degrees, there is still likely to be a funding gap, which must be addressed through other public, employer or individual sources. A particular priority is for more modular, part-time courses, available to workbased learners, backed up by effective guidance and services to accredit prior learning, to meet the requirements of career changing adults, the employed workforce and local employers. The flexibility and innovation required is likely to involve further collaboration among GKA partners, building on the work of the Centre for Work and Learning at the University of Kent, and funds allocated for the Lifelong Learning Network could be a valuable resource in extending collaboration between the FE and HE sectors. Championing high-quality design and sustainable construction in major developments and public sector building projects could be one way of creating demand for new skills, which local provision could meet. GKA could also encourage new developments to be built on a "cost plus" basis and tenders include costed provision for training of local labour.

In addition, given the ageing of the workforce, innovative and flexible approaches are needed to enable progression to intermediate and higher level skills. As many people will need to change career during their lifetime, transferability of skills is also important: intermediate and higher level skills provision should reflect this. Raising the overall level of educational achievement in the North Kent population, in a range of subject areas, including transferable skills, should be supported, with the aim of raising aspirations and making North Kent a more attractive place to live and work.

Finally, GKA should work to ensure alignment of capital investment (such as the highly successful investment in North West Kent College) in learning and skills infrastructure, on the one hand, and revenue funding, on the other. This will also involve working to ensure "institutional alignment" across key local, regional and national partners and agencies to maximise the value and impact of funded activities and ensuring that North Kent learning and skills priorities are reflected in the Thames Gateway Strategic Framework.

### 4.3 Recruitment, Labour Market Information, Advice and Brokerage

There is a significant gap between available workforce skills and emerging employment opportunities. In addition, research and consultation<sup>45</sup> suggest that closing this gap will require more effective employer engagement, and raising people's work readiness, aspirations, and understanding of the available opportunities. Taking advantage of new employment opportunities, often a particular problem for disadvantaged groups, is often made easier by local labour initiatives<sup>46</sup>, which provide work readiness preparation, employability skills, and access to vocational skills in a workbased context, backed up by substantial employer involvement.

Despite extensive research and forecasting of future employment trends and opportunities, specific opportunities in individual localities can be more difficult to predict and plan for. This suggests that effective partnership on the ground between key publicly funded agencies (such as LSC, learning and skills providers, Connexions, IAG services and Job Centre Plus) and private sector companies (including developers and construction firms) is commonly the most practical way to link people to skills, jobs and careers.

#### CASE STUDY: EMPLOY KENT THAMESIDE

This partnership project, led by the Kent Thameside Delivery Board, aims to ensure that local people can access local jobs in this major growth area. It builds on the best practice established in developing employment and training programmes through the "Learning Shop" at Bluewater. Employ Kent Thameside delivers three key services:

- **Job brokerage** – including the provision of on-site job shops, internet and telephone brokerage.
- **Training brokerage** – including linking employers to existing training provision and commissioning new employer-led programmes.
- **Information, Advice and Guidance** – including outreach work in communities to promote awareness and take up of job and training opportunities.

This type of approach has already proved to be a success in major London developments, such as Heathrow Terminal 5 and Paddington and in major North Kent projects such as Bluewater. Given that mainstream public funds of partners such as LSC and Job Centre Plus tend to focus more narrowly on targets such as qualifications achieved or people entering employment, there is often a role for public or private funds to improve critical interfaces and coordinating functions.

#### Priorities for Action

Connecting North Kent's people to local jobs with identified employers, raising aspirations, providing information advice, support, and vocational and employability skills development, is central to the North Kent regeneration agenda. The degree of partnership working and specialist services required often fall outside the immediate capability and resources of partners and stakeholders, meaning that there will often be a gap at this critical interface. In addition, partners (including education and skills providers) often need significant lead times to provide the courses and support that individuals will need to access employment on specific projects. This suggests that North Kent partners should identify resources for:

- Local planning of learning and skills provision based on accurate Labour Market Information, which is meaningful at local level, and extensive engagement and consultation with employers
- Gearing up Learning and Skills, IAG services and Education Business Links activities for young people and adults to increase understanding of available employment opportunities, raise aspirations and signpost people to relevant support and training
- Local labour initiatives clustered around key developments which bring together a variety of publicly funded services, private sector employers and the local community and provide all the necessary support to allow local access to job opportunities. These should feed into local planning of provision to meet new demand and need generated by efforts to enable local people to access employment opportunities

45 North Kent Thames Gateway Skills Dialogue Report, Gateway Knowledge Alliance, December 2005 and Launch of Kent Works to the Business Community, North Kent Event Report, Individual Learning Company, March 2006

46 Olympics Skills Dialogues Reports, LSC / LDA, October 2005 – March 2006

## 4.4 Demographics and Older Workers

Many North Kent employers struggle to retain key staff, while many older North Kent residents lack the skills required to remain employable in a changing labour market. Higher level skills will be required for many North Kent businesses to remain competitive, while lower skilled occupations and businesses are being lost. The population is also ageing and, while achievement among young people is improving, older members of the workforce often do not update their skills or progress into higher level learning. Projections for the North Kent population over the next twenty years highlight the nature of the demographic challenge<sup>47</sup>:

- Nearly all growth in population will be in the over-45 age group
- Two thirds of this growth will be accounted for by those aged 65 and over

At the same time, key public budgets are focused on younger people, making the funding of over-25s increasingly focused on Train to Gain and limited to qualifications up to Level 2. Given the scale and rate of change in North Kent, upskilling of older workers stands out as a major gap for which funding and initiatives complementary to the mainstream will be required.

### **CASE STUDY: Prime Advantage Career Change Centre**

Helping people make mid-life decisions in the Thames Gateway

The Career Change Centre is funded by the Medway Council Prime Advantage EQUAL partnership project. The Career Change Centre is able to offer careers guidance and skills assessment to people over 45, living or working in the Thames Gateway area of Kent and Medway. Funding is available to those who are either employed or unemployed to receive individual guidance or attend a variety of workshops. Support is also available to organisations seeking advice on re-skilling their workforce.

Those who wish to access information, guidance and assessment can use the project website [www.careerchangecentre.org.uk](http://www.careerchangecentre.org.uk)

### **Priorities for Action:**

Targeted learning and skills initiatives, linked to emerging employment opportunities, are required to support the development of older workers, including:

- Workplace programmes to offer progression opportunities to Level 3 courses for adults who have achieved a Level 2 qualification under Train to Gain
- Training programmes for older workers embedded within local labour schemes clustered around key developments
- Flexible and innovative services to re-engage adults (especially those in employment) in learning and progress people to skills required by the changing labour market. This would include Foundation Degrees, part-time HE courses and qualifications outside the National Qualifications Framework, which are often attractive to people and valued by employers<sup>48</sup>

## **4.5 Skills to Address the Needs of North Kent Priority Sectors**

### **CASE STUDY: Swale Learning Strategy**

The Gateway Knowledge Alliance has been working closely with Swale Forward, Swale Borough Council, the LSC, the County Council and a range of education providers to increase the capacity and responsiveness of learning provision in the area. Key projects include:

- Developing a comprehensive learning strategy for Swale
- The Sittingbourne Learning Hub study – aimed at increasing post-16 learning and skills provision in the area.
- Major capital investment in vocational learning facilities in a number of local schools working closely with Kent County Council Education Department's Learning Initiative. The Gateway Knowledge Alliance has invested some of its capital funding and also worked closely with Kent County Council to secure further ODPM resources for this programme.
- Investment in Kent Science Park – the major focus of the knowledge economy in Swale. The Gateway Knowledge Alliance has already contributed to the funding of a learning centre at the Science Park, and is closely involved in the development of the new Bioscience learning zone in the Science Park.
- A greater focus and co-ordination of resources around Skills for Life; Swale has a particularly high proportion of its population with basic skills needs.

Building an educated, skilled and flexible workforce is widely recognised as the key priority for regeneration by everyone in Swale.

Priority sectors for North Kent as a whole have been identified across the North Kent by the Area Investment Framework, and through local regeneration and economic development strategies. Sector skills opportunities and needs also arise, in areas such as Construction, Health and Public Services, due to the development of new sites and services.

Sector developments can also be complementary to other learning and skills priorities, including the need to increase and retain graduates, develop intermediate and higher level skills, ensure a better fit between skills provision and employer requirements, and engage low skilled people in learning and work. Finally, sector developments will reflect priorities set by Sector Skills Councils through their Sector Skills Agreements, and regional and local plans of funding bodies, such as the LSC and HEFCE, and link to key national developments, including National Skills Academies, such as that being created for the construction sector.

Thames Gateway Kent Partnership's *Economic Priorities Study*<sup>49</sup>, commissioned to inform the Thames Gateway Strategic Framework, found that, whilst there has been strong service sector growth, it has not been concentrated in the knowledge intensive sectors which were identified as a priority in the Area Investment Framework, with only 25% of new jobs created by inward investment, for example, in knowledge-intensive industries. This suggests that, while targeting of key sectors is sensible from an economic development and regeneration perspective, a local focus, perhaps centred on individual developments in local areas, may be the most effective way of linking people and skills to actual employment demand and career opportunities.

#### **CASE STUDY: UNIVERSITY OF KENT CENTRE FOR WORK AND LEARNING (CWAL)**

Based at the University of Kent campus in Medway, CWAL (working with Universities@Medway partners) will be looking to develop “seamless, comprehensive and flexible HE work-based learning programmes”. This will be backed up by appropriate curriculum development, Quality Assurance and guidance to respond to employer and employee needs supported by Labour Market Intelligence and a comprehensive database of employers and professional groups. CWAL will work with academic departments to integrate academic learning with working practice in a variety of ways including:

- Developing workplace learning strategies within existing programmes
- Supporting work-based assessment and assessment of prior learning
- Negotiating work placements
- Develop online and text based learning materials to support work-related learning.
- Providing student support
- Developing networks with employers

#### **CASE STUDY: Sittingbourne Community College – Vocational Skills Centre for Engineering Health and Social Care**

GKA is providing capital funding to support the development of this Centre which will provide pre and post-16 learning opportunities in some key areas of skills demand. There will be a particular focus on technician level training, which has been identified in recent studies (e.g. the LSC’s Strategic Area Review) as an important area for development. This practically based provision will also facilitate vocational progression to Apprenticeships and Foundation Degrees.

The school will work closely with Canterbury College, who will not only provide support to the school age provision but also offer evening provision for adult students. Focusing on identified skills shortages and responding to the local growth agenda, funding from the Office of the Deputy Prime Minister (via GKA) and from Kent County Council is helping the Community College to broaden and develop its vocational offer and open up opportunities and alternative progression routes for its pupils and the local community.

#### **CASE STUDY: North West Kent College: Micro-Business Incubator for the Cultural and Creative Sector**

GKA secured SEEDA funding to create a range of business incubator units on the Dartford Campus of North West Kent College. These units have been constructed and are now being marketed.

The aim is to encourage and develop new businesses – particularly in the creative and cultural skills sector. The Dartford Campus has a growing number of students in this sector, spanning both the performing and the visual arts. It is anticipated that these units will be the base for some of these students to set up their own businesses. Very competitive rents and easy in/out terms for tenants, together with good facilities and access to support services make this an attractive starting point for new businesses.

#### **CASE STUDY: Creative Industries Community Learning Centre – Rainham School for Girls**

GKA is providing capital funding support for this Centre, which will not only serve the school and the local school consortium but also the wider community. The school already has good links with the University College of Creative Arts at Canterbury, Epsom, Farnham, Maidstone and Rochester and Mid Kent College (MKC). The Centre will have advanced Computer Aided Design, graphics and photography equipment and it will be able to deliver post-16 learning opportunities at Levels 2 and 3. Further development is proposed with University College of Creative Arts at Canterbury, Epsom, Farnham, Maidstone and Rochester and Mid Kent College. The Regional Economic Strategy has highlighted creative industries as a key growth sector and GKA has secured funding for other developments in this vital skills sector as described elsewhere in this report.

As a result, sector specific learning and skills requirements will take place in response to a variety of constraints, opportunities and pressures and can potentially meet a number of agendas.

#### **CASE STUDY: The Bioscience Learning Zone**

It is vital that training and skills initiatives respond to the needs of local industry. Kent Science Park, near Sittingbourne, is the home to more than twenty bio science companies. They are finding it increasingly difficult to recruit people who can provide technical support in their laboratories. To meet this need A Bio Science Learning Zone is being established using funding from SEEDA and a variety of other sources. This will provide work-based learning for laboratory scientists up to foundation degree level, tailored to the needs of the employers on the science park. The zone will form strong links with local schools and colleges to stimulate progression onto courses in the zone and will also act as a resource centre to build up science education across Kent and Medway.

### **Priorities for Action:**

North Kent sector initiatives in learning and skills should seek to maximise benefits in the following ways:

- Meet current or future skills needs by North Kent employers, and fully engage employers in the process, creating, when required new forms of provision and delivery infrastructure to complement existing mainstream providers. The offer should be coherent and accessible to employers, making employer engagement easier
- Address the broader skills agenda by raising local aspirations and levels of skills and qualifications, and supporting national targets and priorities (as set by key stakeholders like the LSC and SSCs, and including college specialisation and the establishment of Centres of Excellence, Vocational Centres and Skills Academies)
- Maximise the prospects for local people to enter employment and develop careers in the growth sectors of the future by taking a local approach to employer engagement and skills planning and delivery
- Be instrumental in achieving the aims of North Kent and local district regeneration and economic development strategies
- Be comprehensive and include meeting opportunities for knowledge transfer, innovation and entrepreneurship

## **4.6 Progression Pathways and Collaboration**

The Learning and Skills Vision for North Kent is to create a fully integrated, complementary and co-operative education and training system, from nursery through to higher education, collectively focused on economic imperatives and the employability and lifelong learning needs of its citizens. More effective co-ordination and linkage across existing organisations is not only seen as a way of maximising the efficiency of the system, but also to make it more focused and tailored to the needs of people, addressing a wide range of requirements and aspirations.

### **CASE STUDY: KENT AND MEDWAY LIFELONG LEARNING NETWORK (K & MLLN)**

Managed by the University of Greenwich the K & MLLN will focus on expanding widening participation through building vocational progression pathways into, and through, Higher Education, developing new curriculum, a regional credit framework and providing enhanced guidance. It will work closely with other partnership bodies such as the Gateway Knowledge Alliance, the Centre for Work and Learning at the University of Kent and the Learning Partnerships. The Lifelong Learning Network will have four core strands of activity:

- Learner focus
- A common credit framework
- Advancement and progression agreements between providers
- Continuing professional development

The Lifelong Learning Network will develop provision in the key economic sectors identified in the Area Investment Frameworks, Kent Prospects and the Regional Economic Strategy.

Initial progress in delivering this vision has seen the establishment of the Gateway Knowledge Alliance to facilitate necessary changes and developments on behalf of the main publicly funded bodies. Tangible and effective partnership has also seen the growth of the AimHigher initiative, bringing Higher Education closer to those less likely to participate through schools and colleges. The Universities of Medway is a unique partnership of HE organisations working together to provide high quality education in an area with historically low levels of undergraduate and graduate study.

### **CASE STUDY: MHS Homes Community Charity – Construction Centre**

GKA worked closely with MHS Homes Community Charity – a non-profit making organisation that owns and manages 7,500 properties in the Medway area – to secure additional ODPM funding to develop a new Construction Skills Centre in the area. North West Kent College will also be working in partnership with MHS on this exciting project.

Some 40% of employment in construction is in the building maintenance sector, and with all the development going on in the Gateway well-qualified construction staff are already in demand. Focussing on maintenance, this Centre will provide a whole range of construction skills training opportunities with direct links into the industry and on-site training.

Despite much progress in increasing the range of progression pathways for learners through provider collaboration, further work is needed to build on the success to date and widen access to learning for a wider range of people, and so address the deep-seated lack of aspiration and under-achievement of parts of the North Kent population.

**Priorities for Action:**

Initiatives to date to widen and extend learner progression pathways through provider collaboration should be taken further: existing initiatives should be embedded and extended and new forms of collaboration are required to make provision more responsive to learner and employer needs in the following areas:

- Schemes to increase the progression of workbased learners into HE provision such as Foundation Degrees. Sectors most suited to this may include Health, Tourism, Culture & Leisure, and Construction
- Initiatives which deliver intermediate and higher level skills required by employers in key sectors through the existing workforce
- Projects to increase initial engagement or re-engagement of adults in learning, offering progression to vocational and academic qualifications
- Further development of collaboration between schools and colleges to deliver 14-19 pathways, including measures to address the needs of young people not in education, employment or training. Employer engagement through Education Business Links services should support a smoother transition between learning and work, developing a greater awareness of the range of career opportunities, developing the work readiness of young people, and ensuring adequate contextualisation of 14 – 16 and 16 – 19 vocational programmes, including the new Vocational Diplomas, and development of Basic Skills
- Development of new providers, with strong community and employer links, and their integration with mainstream provision

## 4.7 Partnership and Development

Gateway Knowledge Alliance's *Five Year Strategy*<sup>50</sup> sets out four priorities for the period 2005–2010:

- Strategic development: GKA will be a lead strategic body, linking learning and skills to the regeneration of the Thames Gateway
- Building capacity: GKA will identify and develop capital projects, promote innovation and flexibility in learning and skills delivery, expand work-based learning and part-time provision, and promote the use of new technologies for learning
- Curriculum development and progression: GKA will take a lead role in developing learning pathways across the educational sectors from pre-vocational learning in schools through to degrees and beyond
- Partnership for change: GKA will plan, drive and support partnership working to promote joint planning, shared resourcing, effective networking, and joint promotion and marketing

#### **CASE STUDY: The Gateway Knowledge Alliance**

The education providers in the Kent part of the Thames Gateway- universities, colleges and local education authorities recognised the need to act together to meet the challenges of regeneration in 2004, and established the Gateway Knowledge Alliance to realise their vision of a more integrated and responsive response to new learning challenges.

Using funding from the ODPM, the LSC and SEEDA, GKA has successfully delivered a capital spending programme of vocational workshops and learning centres, established innovative curriculum models and formed strong links with the organisations concerned with the regeneration of the Thames Gateway in Kent.

The challenge of skills in the Gateway will not be met by simply offering more of the traditional mix of learning and skills, or by investing in buildings and equipment unless we are able to help teachers and lecturers to exploit new learning opportunities. GKA and its partners are therefore committed to developing innovative & imaginative methods of supporting learning, as well as improving the skills of staff in new vocational centres to make the most of the new facilities. We are supporting staff development in construction and engineering as well as promoting new subjects such as Music Technology and Forensic Science in the centres established in the Gateway. New initiatives are also enabling teachers in Kent Thameside to work with some of the major developers in the area to produce learning materials connected to the regeneration of their neighbourhoods.

GKA's initial progress has been very encouraging, with early successes including successful delivery of the 2004 – 2006 ODPM Capital Programme, successful early implementation of the Swale Learning Strategy, support to the three North Kent regeneration partnerships in identifying local learning and skills priorities, and the establishment of a Health Skills Co-ordinator for North Kent.

#### ***Priorities for Action:***

Research and consultation for this Learning and Skills Action Plan highlight the following areas where partnership and development led and supported by GKA can best be focused:

- **Funding:** ensuring alignment of existing funds to meet North Kent needs and securing of new capital and revenue sources to build capacity, expand delivery and enable innovation
- **Institutional alignment:** working strategically to secure coherence and maximum impact from the plans and activities of national, regional and local stakeholders, and the range of learning and skills providers
- **Curriculum development, collaboration, delivery and progression:** influencing delivery partners and funders to ensure that the right skills are provided, in the right way to priority groups, with a particular focus on skills needed employers and for individual to develop their careers

## 5. Agenda for Action

The table below sets out an Agenda for Action for the period 2006 – 2012, indicating areas where recent collaborative working can be extended and enhanced, and areas where new developments are required.



Requirement	Current Initiatives	Potential Gaps	Measures to Address Gaps
<b>1. Basic skills and lower level qualifications</b>			
Increase take up and achievement of Literacy, Numeracy and Level 2 qualifications	LSC funded provision through colleges, adult and community learning, Train to Gain; mainstream schools provision	<ul style="list-style-type: none"> <li>Higher volumes to address especially severe problems of North Kent</li> <li>Innovative approaches to engage and progress the hard to reach</li> </ul>	<ul style="list-style-type: none"> <li>Enhance existing provision through new outreach and workplace initiatives</li> <li>Increase provision for young people below Level 3</li> </ul>
<b>2. Intermediate and higher level qualifications</b>			
Increase take up and availability of courses at Level 3 and higher, to include vocational and academic courses, with emphasis on programmes accessible to people in employment	Limited LSC-funded Level 3 college and workbased learning provision.  AimHigher and Foundation Degrees	<ul style="list-style-type: none"> <li>Higher volumes and range of courses at post-16 and HE levels</li> <li>Innovative approaches to engage and progress people in employment</li> </ul>	<ul style="list-style-type: none"> <li>Secure additional revenue funding for existing provision</li> <li>Develop measures to stimulate higher individual and employer investment, including employer engagement and Learner Accounts</li> <li>Create additional delivery capacity and infrastructure linked closely to employers, including workbased learning and OSAT</li> <li>GKA to ensure alignment of capital and revenue funds from a range of national, regional and local funders</li> </ul>
<b>3. Recruitment, Labour Market Information, Advice and Brokerage</b>			
Improved local LMI and planning of provision, based on partnership with employers and key stakeholders. Implementation of local labour strategies based around key development areas	Specific projects such as Employ Kent Thameside	<ul style="list-style-type: none"> <li>No schemes in Swale or Medway.</li> <li>Lack accurate local of LMI</li> <li>No detailed local plans to address future requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Establish brokerage schemes for Swale and Medway.</li> <li>Establish local skills planning groups, backed up with local LMI and effective implementation arrangements</li> <li>Develop new Education Business Links services to develop people's understanding of Gateway opportunities and build their work readiness</li> </ul>
<b>4. Demographics and older workers</b>			
New and additional provision and funding to enable older workers to progress from Level 2	College and workbased learning provision as funded by LSC and employers	<ul style="list-style-type: none"> <li>Few funded or subsidised opportunities for progression to employed adults completing Level 2 under Train to Gain</li> <li>Expanded Level 3 and HE offer to all over 25s</li> </ul>	<ul style="list-style-type: none"> <li>Train to Gain Level 3 initiative, targeting workers in priority sectors</li> <li>Expanded Foundation Degrees through new employer partnerships in key sectors</li> <li>Measures to stimulate individual and employer investment: loans, grants or Learner Accounts</li> </ul>

<b>5. Skills to address the needs of North Kent priority sectors</b>			
Extend current activities and new infrastructure and delivery to engage employers and the workforce in sector specific skills	Bioscience Learning Zone, MHS Homes Construction Centre, etc	New infrastructure, delivery and revenue funding for other priority sectors, linked to local labour strategies linked to key developments	<ul style="list-style-type: none"> <li>• Embed recently developed facilities with assured revenue funding</li> <li>• Develop new facilities in keys sectors, linked to major employers</li> <li>• Ensure partnership with existing HE and FE providers in new services</li> </ul>
<b>6. Progression pathways and Collaboration</b>			
New and extended services to provide progression opportunities to Level 3 and above to adults and at 14 - 19	AimHigher Foundation Degrees FE and workbased learning provision	<ul style="list-style-type: none"> <li>• Workbased learning progression</li> <li>• Progression to Level 3+ skills in key sectors</li> <li>• Providers with strong employer / sector focus</li> </ul>	<ul style="list-style-type: none"> <li>• New provision from existing and new providers, with coherent and flexible progression pathways</li> <li>• New sources of funding: public, individual and employer</li> <li>• North Kent schools and colleges to participate in pilots of new 14 – 19 Diplomas, with work readiness, development of careers opportunities awareness, and contextualisation to be developed through Education Business Links</li> </ul>
<b>7. Partnership and development</b>			
Ensure ongoing development of partnership, innovation and sustainable delivery among learning and skills partners	ODPM Capital Investment Programme, Swale Learning Strategy & North Kent health Skills Co-ordinator	Areas 1 – 6 above	<p>Address the needs identified in this Learning and Skills Plan by:</p> <ul style="list-style-type: none"> <li>• Ensuring alignment of existing funds and securing of new ones (capital and revenue)</li> <li>• Institutional alignment: ensure maximum impact of plans and activities of local, regional and national partners and stakeholders</li> <li>• Curriculum development, collaboration, delivery and progression: establishing new services to meet the needs of employer and individuals</li> </ul>

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## Appendix 1: Specific Actions Required by Sector Identified by the Thames Gateway Sector Skills Dialogues, 2005

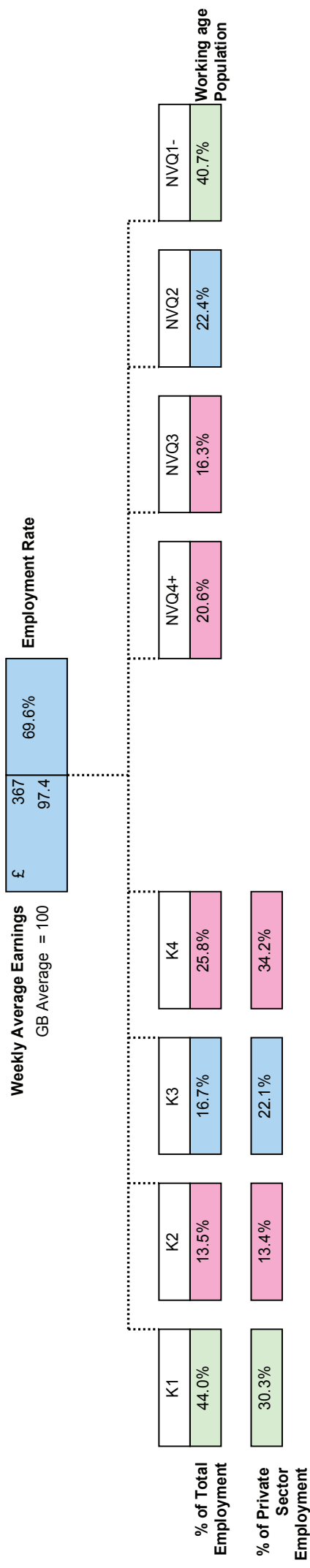
Sector	Actions Required
Transport & Logistics	<ul style="list-style-type: none"> <li>• Set up an official networking programme to help employers engage with provision, perhaps using CoVEs and SSCs as a focus. This may include distinct arrangements for larger employers and SMEs, given their different characteristics, and involve events or use of a sector specialist to work with employers</li> <li>• Consider using training standards in public procurement specifications (as in Nottingham) to increase training uptake down the supply chain. It is important to note that Section 106 agreements have proved problematic in other sectors, such as construction, and are generally unattractive to companies</li> <li>• Undertake specific actions to encourage more flexible provision, including delivery at night, weekends and on-site, which might also address a lack of accommodation for training faced by many SMEs. For flexible, small-batch provision to be viable, funding tariffs may also need to be more flexible and delivery may involve collaborative delivery by a number of providers</li> <li>• Review of staffing and employment issues with key agencies such as Job Centre Plus, to include the issue of accession state workers</li> </ul>
Creative Industries	<ul style="list-style-type: none"> <li>• Engage sector companies through business support focused on specific company requirements, from which other learning and skills engagement may flow. Any new projects and activities should be available to all BSOs and avoid duplication of effort: focusing services around sector hubs could be an effective way of doing this. Employer engagement is best done sectorally or by sub-sectors</li> <li>• Develop IAG services for young people and adults through improved information and links to sector companies, with the aim of informing potential entrants, teachers and guidance professionals better about the sector and its requirements</li> <li>• Regional Skills Action Plans should mesh with plans for Thames Gateway</li> </ul>
Engineering	<ul style="list-style-type: none"> <li>• Gateway partners should encourage action outside the immediate skills arena: entrepreneurship in the sector is held back by “astronomical” business rates, for example, which are a major disincentive to new people starting their own business</li> <li>• Services should be more individualised to better meet the needs of the workforce: this should take into account individual skills and motivations, and the possibility that previous experiences with Job Centre Plus or FE may also be a factor. Services to businesses should also be more tailored to the needs of individual businesses, with a particular focus on companies employing between 2 and 50 staff, and tailored to sub-sector needs and the characteristics of such small firms (eg: no HR function)</li> </ul>
Hospitality & Leisure	<ul style="list-style-type: none"> <li>• A key gap is the lack of a Sports College of Vocational Excellence. SkillsActive would welcome the opportunity to discuss establishing a Skills Academy for Sport and Recreation, particularly given the success of the 2012 Olympic and Paralympic Games bid. Careful review is required to identify the most suitable location for a new CoVE. There would be a strong case for a sports CoVE to be located in Thames Gateway London area. Any such developments should complement existing facilities, such as the CoVE for Sport &amp; Leisure in Essex, which is geographically at the centre of the Thames Gateway South Essex area. Learning and experience of the South Essex CoVE could be shared with employers and other stakeholders from across Thames Gateway. Existing resources should be used to their maximum potential before commitments are made to new and costly resources</li> <li>• Address funding gaps: mainly seen in a shortage of revenue funding (for training delivery), but sometimes involving a lack of capital funding (eg: Crystal Palace Academy for Greenwich Leisure)</li> <li>• SkillsActive proposals: 1) Further research into the potential role of sport and recreation in contributing the social and economic needs of Gateway residents and the potential of sport to re-engage NEET groups, 2) establish a Gateway sport and recreation employers group to articulate short and long term needs of the sector, 3) establish a Skills Academy for Sport and Leisure in London East and link this to provision in North Kent and South Essex, 4) evaluate the potential for a co-ordinated approach to sport and recreation Apprenticeships across the three Gateway areas</li> </ul>
Social Care	<ul style="list-style-type: none"> <li>• Prioritise new activities to develop Leadership &amp; Management skills in Social Care, with programme content and delivery tailored to employer requirements, building on existing employer networks</li> <li>• Promote the development of IAG services – especially for young people – to present a more accurate and appealing picture of opportunities in the sector. This would include developing the knowledge, skills and experience of educators and advice workers</li> </ul>

<p>Built Environment</p>	<ul style="list-style-type: none"> <li>• A consolidated approach should be taken to raising awareness of careers in the Built Environment with schools, perhaps based on the Growing Future Workforce model used in the North West, pulling together existing good practice currently fragmented and unevenly delivered across a range of individual projects. This might increase the impact of the total amount of public investment in this type of activity and fit with the nature of the long-term opportunity the Gateway presents. Improved and more concerted Information, Advice and Guidance to young people could also increase the efficiency and effectiveness of public funds invested in Built Environment skills by ensuring that young people most suited to the sector are those who enrol on programmes, so offering scope for higher completion rates and reduced drop out. The Sector Skills Dialogue Group itself could form the basis of future joint approaches to ensuring greater coherency across a range of organisations, initiatives and activities</li> <li>• Increase the number of teacher placements in industry to raise awareness of the real opportunities available in the sector through measures (including extra funding) to enable teacher release</li> <li>• Conduct a review of all publicly funded specialist technical learning related to the sector to assess its actual relevance to employer demand. This would cover HE, FE, post-16 and private provision and aim to maximise the benefits of public investments to individuals and employers</li> <li>• The Built Environment sector is central to the economy and people of the Thames Gateway and has the potential to deliver major and long-lasting benefits. This suggests that concerted and co-ordinated action by SSCs and LSCs at senior level is required to ensure that these benefits are maximised. The Built Environment Sector Skills Dialogue Group could itself become a valuable vehicle for the planning of coherent and integrated approaches in the sector across the Gateway</li> </ul>
<p>Health</p>	<ul style="list-style-type: none"> <li>• Develop an integrated and specialised training facility for the Thames Gateway, building on best practice (eg: Southwark CoVE), meeting “pinch point” needs and providing consistency, quality and coherence across the publicly funded offer, perhaps through a hub and spoke model. SHAs may be able to part fund such an approach. Stakeholders will explore this option further, perhaps in relation to the new Academies initiative. SfH will lead initial discussions with stakeholders</li> <li>• Use LSC contract management to ensure that FE provision is more responsive to local sector needs. Effective health employer engagement (for large and small employers) is required to ensure that FE offers suitable, cost-effective and appropriate programmes to support sector needs</li> <li>• More joined up working, particularly through regeneration partnerships to address recruitment and retention problems, and to ensure that there is a good health and social care infrastructure support the development of sustainable communities</li> <li>• Work across a range of stakeholders to enhance IAG services for young people and adults, building understanding of the sector among advisers and potential recruits of the opportunities within the Health Sector and the expanding range of pathways available for adults and young people. This might also include work with primary schools to promote caring careers to young children</li> </ul>
<p>Retail</p>	<ul style="list-style-type: none"> <li>• Co-ordinate better and extend actions to make businesses aware of the opportunities offered by the development of the Thames Gateway, and the recruitment and skills actions required to take advantage of these</li> <li>• Co-ordinate better, extend and increase the quality and accuracy of Information, Advice and Guidance on employment and career opportunities in retail. A local / area-based approach involving sector bodies, training providers and Job Centre Plus may be especially relevant to retail. Thames Gateway as a concept could be used to raise aspiration and motivation, under a banner such as, “Thames Gateway – a centre of service excellence”</li> </ul>
<p>E-skills</p>	<ul style="list-style-type: none"> <li>• Expand the offer of ITQ to IT users in companies, through prioritisation of public funding linked to a wider range of business support services.</li> <li>• Develop Apprenticeships for SMEs</li> <li>• Implement the Sector Skills Agreement on a Gateway – wide basis</li> <li>• Roll out the ITQ and E-skills Passport across the Gateway.</li> <li>• Roll out the E-skills Degree to help stimulate the Knowledge Economy</li> <li>• Develop IAG services to ensure a more accurate appreciation of sector career opportunities and support recruitment into key projects</li> </ul>
<p>Public Services</p>	<ul style="list-style-type: none"> <li>• Develop employer engagement by the FE sector with public sector bodies, linked to a common approach to workforce planning across the Gateway.</li> <li>• Specific programmes to address identified skills needs: a Thames Gateway Local Authority Apprenticeship scheme for all age groups, including the over – 25s, a Thames Gateway Public Sector Leadership and Management programme, closer collaboration on workbased learning for local people and developing the Basic Skills delivery capability for public sector workers</li> <li>• Run a joint learning and development programme for public sector learners and leaders of the future (eg: Common Purpose) to enhance joint working across organisational boundaries in support of Thames Gateway priorities</li> </ul>

## Appendix 2: Thames Gateway Knowledge Economy Audit

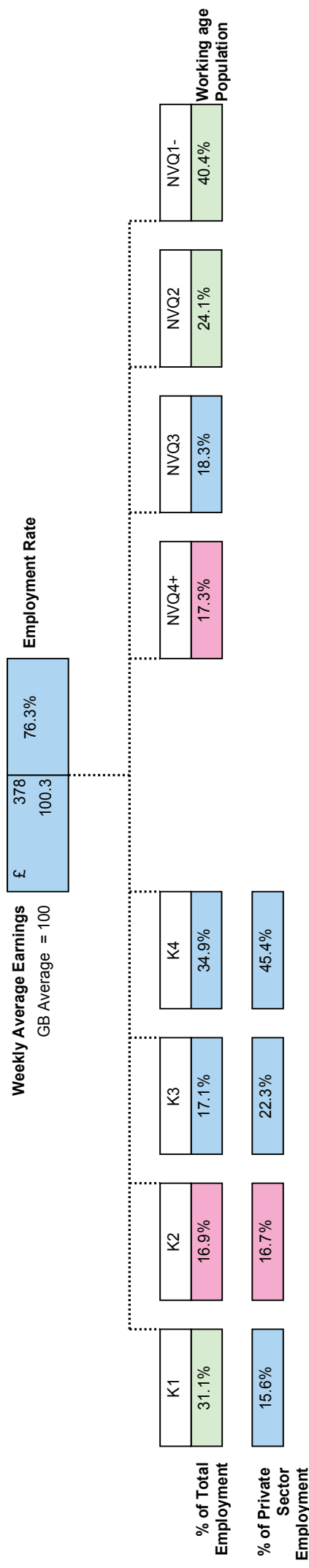
### Thames Gateway Knowledge Economy, 2002

Source: Chart 3.1, Knowledge Economy Audit for the Thames Gateway Directorate of the Learning and Skills Council, March 2005.



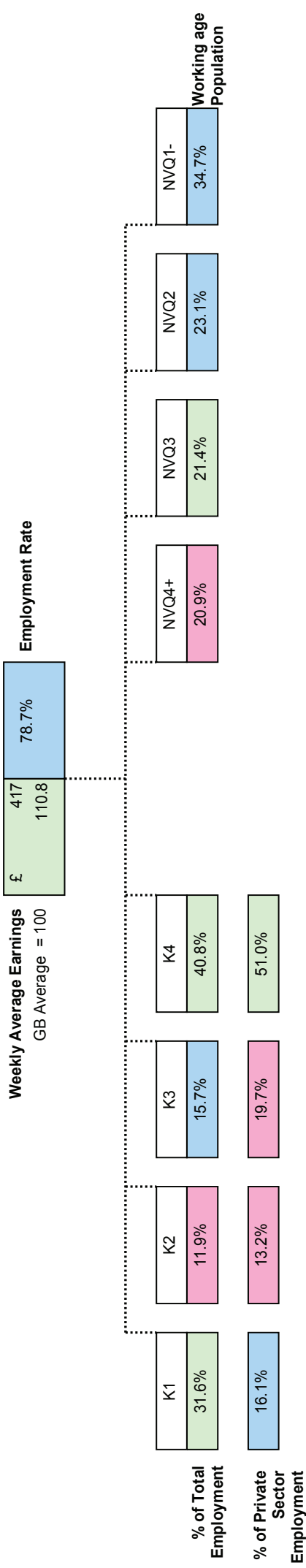
### Kent Thames Gateway Knowledge Economy, 2002

Source: Chart 3.1, Knowledge Economy Audit for the Thames Gateway Directorate of the Learning and Skills Council, March 2005.



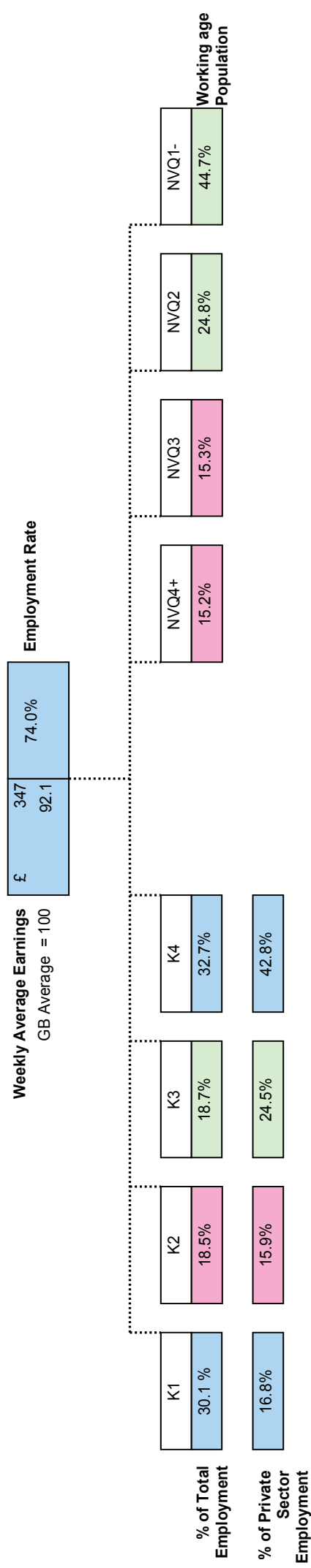
## Dartford Knowledge Economy, 2002

Source: Chart 3.1, Knowledge Economy Audit for the Thames Gateway Directorate of the Learning and Skills Council, March 2005.



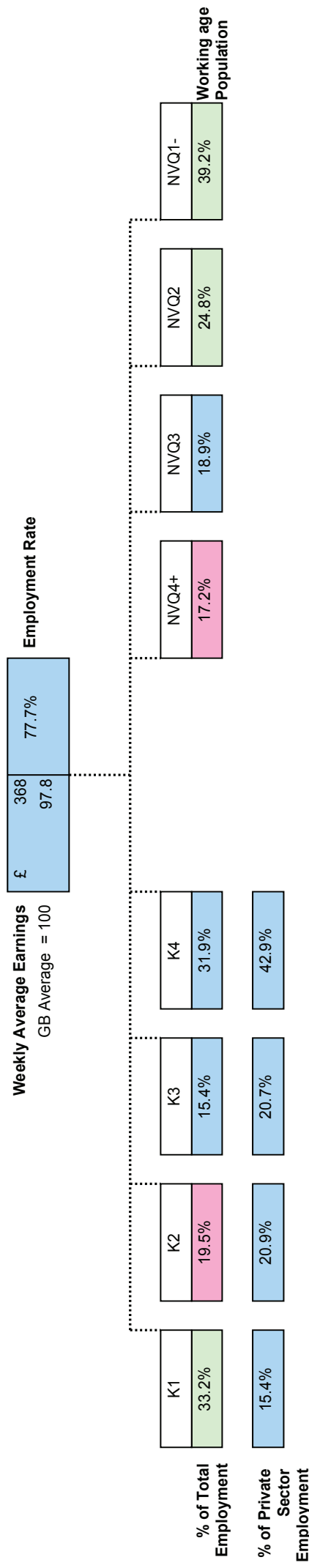
## Gravesham Gateway Knowledge Economy, 2002

Source: Chart 3.1, Knowledge Economy Audit for the Thames Gateway Directorate of the Learning and Skills Council, March 2005.



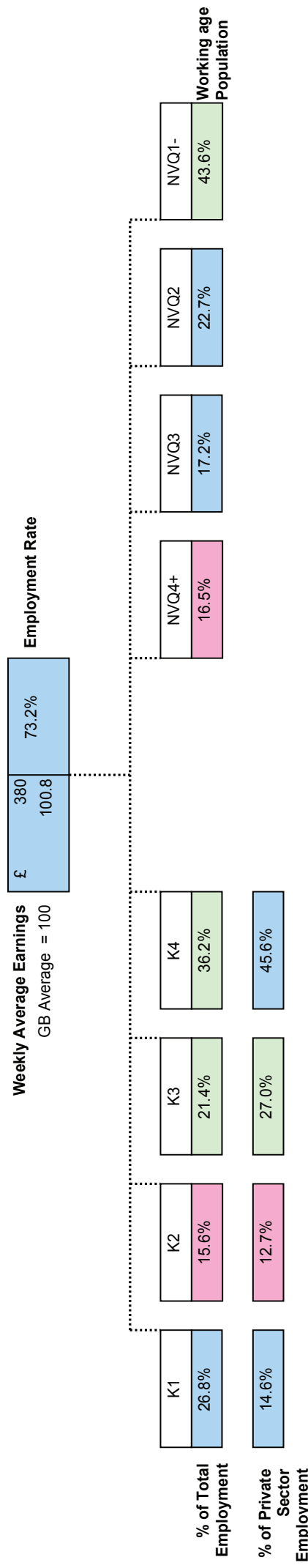
# Medway Knowledge Economy, 2002

Source: Chart 3.1, Knowledge Economy Audit for the Thames Gateway Directorate of the Learning and Skills Council, March 2005.



# Swale Knowledge Economy, 2002

Source: Chart 3.1, Knowledge Economy Audit for the Thames Gateway Directorate of the Learning and Skills Council, March 2005.



The 'architecture' is basically a theorised layout of three sets of benchmark indicators covering the overall economic performance of the region, the knowledge-intensity of its industries and the skills or qualifications profile of its workforce. How well the region performs is assessed against the national average: a blue box indicates that the region's score for that particular indicator falls within 10% of the national average, while the green and red boxes indicate that the region is performing 10% above and 10% below the average. The ideal way to read the EA model is to look at the overall colour pattern and compare and contrast the employment and skills profiles (left versus right hand side) of the knowledge economy.

- The twin aims of economic strategies are assumed to be a high level of *average earnings* and a high *employment rate* – how the area performs on these headline indicators is shown in the top two boxes of the EA
- The knowledge intensity of economic activity is indicated by the proportion of graduates in the workforce as a proxy indicator – the boxes show the *proportion of total employment in high knowledge-intensity sectors* (K1 industries) to low knowledge-intensity sectors (K4 industries), the second row focusing on the private sector or business knowledge economy - please see Chart 2.2 below
- The skills profile of the working age population is represented by the four boxes on the right hand side of the EA, the boxes respectively showing the *proportion of this population that possesses NVQ 4/5 to NVQ1/0 qualifications* – please see Chart 2.3 for a detailed breakdown of qualifications and the broad types of occupations that correspond to these qualifications levels

## Chart 2.2 Industrial Classification of the Knowledge Economy in the Economic Architecture

The EA uses the 'high education sector' system of classifying industries and employment, as a basis for analysing the development of the knowledge economy – see EC publication *Employment in Europe 2000*. The main benchmark indicator is the proportion of graduates in the workforce as a proxy measure of the knowledge intensity of sectors and economies. In applying the EA analysis to the UK regions, we used regional 'K classifications' and changed the thresholds to allow for differences in economic specialisation. Thus the K classification varies for each of the 11 British regions. The South East classification of K1 to K4 sectors (SIC 1992 classification; industry codes are shown in brackets) is as follows:

**K1 sectors**, where at least 40% of the workforce has a degree or equivalent: 02 : Forestry, logging, etc; 11 : Extraction crude petroleum/natural gas;14 : Other mining and quarrying; 24 : Manuf chemicals and chemical products; 30 : Manuf office machinery and computers; 62 : Air transport; 72 : Computing and related activities; 73 : Research and development; 74 : Other business activities; 80 : Education; 85 : Health and social work; 91 : Activities membership organisations nec

**K2 sectors**, where between 25% and 40% of the workforce has a degree or equivalent: 15 : Manuf food products and beverages; 18 : Manuf apparel;dressing/dyeing fur; 22 : Publishing,printing, repro recorded media; 23 : Manuf coke, refined petroleum products; 29 : Manuf machinery and equipment nec; 32 : Manuf radio, tv/communications equipment; 33 : Manuf medical,precision instruments,etc; 35 : Manuf other transport equipment; 40 : Electricity,gas,steam/hot water supply; 41 : Collection,purification/distri of water; 65 : Financial intermediation, etc; 66 : Insurance and pension funding, etc; 67 : Act auxiliary financial intermediation; 70 : Real estate activities; 75 : Public admin/defence; compulsory soc. svc.; 92 : Recreational, cultural and sporting; 99 : Extra-territorial organisations/bodies

**K3 sectors**, where between 15% and 25% of the workforce has a degree or equivalent: 26 : Manuf other non-metallic products; 28 : Manuf fabricated metal products, etc; 31 : Manuf electrical machinery/apparatus nec; 34 : Manuf motor vehicles,trailers,etc; 36 : Manuf furniture; manufacturing nec; 51 : Wholesale trade/commission trade, etc; 63 : Supporting/auxiliary transport,etc; 71 : Renting machinery/equipment, etc; 90 : Sewage/refuse disposal, sanitation, etc

**K4 sectors**, where less than 15% of the workforce has a degree or equivalent: 01: Agriculture, hunting, etc; 05: Fishing, operation fish hatcheries/farms; 10: Mining coal/lignite; extraction of peat; 12: Mining of uranium and thorium ores; 13: Mining of metal ores;16: Manuf tobacco products; 17: Manuf textiles; 19: Tanning/dressing of leather, etc; 20: Manuf wood/products/cork, etc; 21: Manuf pulp, paper and paper products; 25: Manuf rubber and plastic goods; 27: Manuf basic metals; 37: Recycling; 45: Construction; 50: Sale and maintenance/repair motor vehicles; 52: Retail trade, except of motor vehicles; 55: Hotels and restaurants; 60: Land transport; transport via pipelines; 61: Water transport; 64: Post and telecommunications; 93: Other service activities; 95: Private households with employed persons

## Chart 2.3 Definitions of NVQ Qualifications in the Economic Architecture

EA Category	Qualifications	Occupations (by SOC 2000 major groups)
<p><b>NVQ 1 and below</b></p>	<ul style="list-style-type: none"> <li>• NVQ 1</li> <li>• City and Guilds Foundation / Part 1</li> <li>• RSA other</li> <li>• BTEC First or general certificate</li> <li>• GNVQ foundation</li> <li>• No qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• 91 Elementary trades, plant and storage related occupations</li> <li>• 92 Elementary administrative and service occupations</li> </ul>
<p><b>NVQ 2</b></p>	<ul style="list-style-type: none"> <li>• NVQ 2</li> <li>• City and Guilds Craft</li> <li>• RSA diploma</li> <li>• BTEC first or general diploma</li> <li>• GNVQ intermediate</li> <li>• 5 or more GCSEs at grade A*-C</li> <li>• Foundation apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>• 41 Administrative occupations</li> <li>• 42 Secretarial and related occupations</li> <li>• 61 Caring personal service occupations</li> <li>• 62 Leisure and other personal service occupations</li> <li>• 71 Sales Occupations</li> <li>• 72 Customer service occupations</li> <li>• 81 Process, plant and machine operatives</li> <li>• 82 Transport and mobile machine drivers and operatives</li> </ul>
<p><b>NVQ 3</b></p>	<ul style="list-style-type: none"> <li>• NVQ 3</li> <li>• City and Guilds Advanced Craft/Part 2</li> <li>• RSA Advanced Diploma</li> <li>• BTEC National</li> <li>• OND/C</li> <li>• GNVQ Advanced</li> <li>• 2 or more A levels</li> <li>• Advanced apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>• 12 Managers and proprietors in agriculture and services</li> <li>• 31 Science and technology associate professionals</li> <li>• 32 Health and associate professionals</li> <li>• 33 protective service professionals</li> <li>• 34 Culture, media and sports occupations</li> <li>• 35 Business and public service associate professionals</li> <li>• 51 Skilled agricultural trades</li> <li>• 52 Skilled metals and electrical trades</li> <li>• 53 Skilled construction and building trades</li> <li>• 54 Textiles, printing and other skilled trades</li> </ul>
<p><b>NVQ 4 and 5</b></p>	<ul style="list-style-type: none"> <li>• NVQ 4</li> <li>• RSA Higher Diploma</li> <li>• BTEC Higher</li> <li>• HND/C</li> <li>• First degree</li> <li>• Teaching and nursing qualifications</li> <li>• NVQ 5 and higher degrees</li> </ul>	<ul style="list-style-type: none"> <li>• 11 corporate managers</li> <li>• 21 Science and technology professionals</li> <li>• 22 Health professionals</li> <li>• 23 Teaching and research professionals</li> <li>• 24 Business and public service professionals</li> </ul>
<p>'Trade apprenticeships' are divided 50% to level 2 (NVQ 2) and 50% to level 3 (NVQ 3). 'Other qualifications' are divided 55% to level 1 (NVQ 1 and below), 35% to level 2 (NVQ 2) and 10% to level 3 (NVQ 3). Source: DfES 2003; <i>Developing a National Skills Strategy and Delivery Plan: Underlying Evidence</i>; ONS 2000; <i>Standard Occupational Classification 2000, Volume 1</i></p>		