

CUMBRIA ECONOMIC STRATEGY 2008 - 2028

EMPLOYMENT EDUCATION AND SKILLS

STRATEGY ACTION PLAN NO. 7

Purpose

The purpose of this Strategy Action Plan is to bridge the gap between the strategy as outlined in the Economic Plan and the delivery of the actions which will be outlined in the next Sub-regional Action Plan (due for release in December 2008). Each document accordingly takes a long term view when seeking to provide clarity and strategic prioritisation to an otherwise 'wish-list' of projects and programmes.

It should be noted that these Strategy Action Plans are progressive documents which look up to 20 years ahead; but which nonetheless focus on providing, where possible and evidenced, hard targets and economic impact over the next 10 years. The Strategy Action Plans thus begin to describe a future Cumbria and show, through aspiration, what the spatial impact of the Economic Plan could be across the 4 distinct delivery areas in the county; Barrow, Carlisle, West Coast, South Lakes & Eden.

Whilst these Strategy Action Plans acknowledge existing Cumbrian strategies, they try to reflect the impacts of an aspirational level of future economic growth. Each document is therefore deliberately challenging and ambitious, yet remains non-prescriptive in nature.

The plans attempt to identify the impacts and inter-relation between other closely linked priority industry sectors and assess the cumulative effects on cross-cutting themes highlighting, for example, how the spatial patterns of growth may necessitate the provision of appropriate housing, connectivity, employment land etc., and thereby examining whether current strategies could meet requirements in terms of employment, skills, infrastructure and the like, if we were to grow in accordance with our aspirations.

A significant amount of debate has already taken place to get to this point and we now open up the floor for full public discussion of the themes and actions highlighted by each Strategy Action Plan.

Whilst all comments are welcome, we would appreciate, in particular, comments which will aid in the prioritisation of the key actions. For example: What do you think would or would not work? Where should we be focusing most of our attention? What key actions would achieve the greatest results or which would bring little benefit?

Vision

“A county with a world-leading education offer which delivers career-ready education and skills courses that meet the needs of young people and all levels of the workforce, irrespective of social disadvantage or geographical remoteness, giving them the skills that enable Cumbrian businesses and inward investors to deliver substantial, sustained economic growth.”

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1. EXECUTIVE SUMMARY

1.1 THE VISION – Where we are going

“A county with a world-leading education offer which delivers career-ready education and skills courses that meet the needs of young people and all levels of the workforce, irrespective of social disadvantage or geographical remoteness, giving them the skills that enable Cumbrian businesses and inward investors to deliver substantial, sustained economic growth.”

1.2 THE CURRENT SITUATION

Across the county: Attainment to NVQ levels 2 and 3 is slightly above the national average, there are enormous disparities between local areas –100% 5 A*-C grades at GCSE at best, 15% at worst, with particular clusters of low attainment in Barrow, Copeland and Carlisle. There are significant shortages in higher level skills (2.5% below the national average), 21% of businesses report significant skills gaps, particularly in intermediate level skills, and 40% report hard-to-fill vacancies.

Barrow in Furness Peninsula: Securing a sustainable economic future for the town will require improving all underperforming schools within the area to at least average standards. Key Skills needs include nuclear, energy and environmental technologies; engineering, product and process manufacturing skills; construction skills (to support regeneration / Energy industry) and Skills for life / English for Speakers of Other Languages, to support the significant workless population into employment.

Copeland and Allerdale: Securing a sustainable economic future will require improving all schools within the area to at least average standards, and ensuring delivery of the highest level science and technology skills and research programmes. Key Skills areas are nuclear, energy and environmental; engineering, product and process manufacturing; construction (to support regeneration / Energy industry); basic skills / ESOL, to support the significant workless population into employment.

Carlisle: Major opportunities in the next 20 years such as Carlisle Renaissance need to be supported by developments in skills provision. Key skills areas include engineering; construction skills, including heritage construction; transport and logistics; food process and product technology (all levels); Retail / Service industry; financial / business sector skills.

Eden and South Lakeland: Schools perform to generally high standards, but FE provision is limited to Kendal College, with no facility in Eden. Specialist HE sites at Ambleside and Newton Rigg. Key skills requirements focus on Outdoor Skills; Tourism / Hospitality and customer service; Digital / Media; and Engineering and manufacturing skills to promote growth in these industries.

1.3 THE KEY ACTIONS

1. **Develop a ‘work-ready’ programme of skills provision across the county** led by, and based on, the needs of employers through development of the Cumbria Employment and Skills Board.
2. **Raise awareness and enthusiasm** of careers in key economic sectors and develop the Cumbrian ‘work ethic’.

3. **Enhance skills and qualifications across all sectors of the workforce;** Implement the 14-19 reforms and focus provision on new specialist diplomas in key sectors, work-based learning, apprenticeships and vocational qualifications, foundation degrees, English for Speakers of Other Languages and Skills For Life.
4. **Continued expansion in the range of Higher Education** and level 4+ industry skills, particularly through development of the University of Cumbria, the National Skills Academies, the Energus Academy and the west coast research institutes.
5. **Develop infrastructure to increase the capacity of key Skills providers,** including delivery of key projects including the Academy Schools programme, Schools for the Future, The FE College redevelopment plans, the University of Cumbria expansion plans, delivery of the Eden Skills Project, the National Nuclear Laboratory, the Energus Academy and the National Skills Academy – Outdoors.
6. **Deliver The Nuclear Skills Programme – Britain's Energy Coast.**
7. **Increase Knowledge Transfer, Innovation, Research and development and** increase the levels HE/FE/ business interaction, through Knowledge Transfer Partnerships, specialist support to enhance uptake of R&D finance, and targeting of Small and Medium Enterprises.
8. **Attract and Retain highly-skilled people** and develop higher level leadership and management capacity, through graduate recruitment and retention programmes, higher apprenticeships, targeted marketing of the county to the graduate sector and provision of appropriate housing across the county. Engage the public sector to take a leading role in this action.
9. **Provide support programmes to reduce the level of worklessness in Cumbria.**

INDICATIVE OUTPUTS

1. Workforce qualifications proportionally increased to 90% Level 2, 60% Level 3 and 35% Level 4.
2. All secondary schools delivering 40%+ 5 GCSE's grade A*-C.
3. 50% + of SME's engaged in demonstrable Research, Development or Innovation.
4. 500 new graduates per annum attracted into Cumbria.
5. No net outflow of 16-35 year-olds from the county each year

1.4 THE GOALS – What Cumbria will look like in 10 years time?

- Skills provision and delivery will be led by the needs of employers and will deliver a workforce that promotes substantial, sustainable economic growth.
- Cumbria will have a fully integrated system of skills delivery where all sectors of the workforce have clear, accessible and logical routes of progression to gaining skills that allow them to secure higher-paying jobs.
- The Cumbrian workforce will possess levels of qualifications at Level 2, 3, 4 and above that exceed national averages and challenge those of the highest performing countries
- The University of Cumbria, in association with other HE and FE institutions operating in the county, will deliver a world-class Higher Education offer, generating high-quality, work-ready graduates that support the development of high value-added industries.
- Enhanced levels of Research and Development that utilise the existing FE and HE resources in the county and generate returns for businesses
- Levels of recruitment and retention of people with Level 4+ qualifications, on a par with traditionally more graduate-friendly urban environments

This strategy is linked and therefore must be understood in conjunction with: All 6 Key Sector Plans, Enterprise & Business, and Rural.

2. OVERVIEW

2.1 Introduction

Education and skills are essential to the health of any economy; without the availability of an appropriately trained and skilled workforce, productivity drops, growth stagnates, businesses become unsustainable and inward investment ceases; this can be clearly illustrated by the productivity gap between Britain and other developed countries; for example the USA and Germany both have significantly higher skills levels than the UK workforce, and both have 15% higher productivity per hour worked than the UK.

In Cumbria as a whole, whilst general educational attainment to NVQ levels 2 and 3 is slightly above the national average, there are enormous disparities between local areas – with the best performing school achieving 100% 5 A*-C grades at GCSE, whilst the worst achieves just 15% by the same measure.

There are however significant shortages in higher level skills (2.5% below the national average), and in the skills required by industry with one out of every five businesses reporting skills gaps, either within their existing workforce or in applicants to vacant posts.

This problem is especially acute in some of the key industries, for example 43% of companies in the Energy sector report significant skills shortage. The lack of higher, and work ready skills is detrimental to both the economy as a whole, and also to the population themselves, who often do not have the skills to access higher paying jobs, or in many cases any form of employment.

Tackling this problem requires the development (and implementation) of a fully integrated skills strategy.

3.2 UK context

The UK as a whole has experienced 15 years of unbroken economic growth and stability, and currently has the highest employment rate in the G8. The nation's skills base has improved significantly over the last decade with rising school standards and growth in graduate numbers.

Despite this, the UK's skills base remains weak by international standards, holding back productivity and growth. On average, UK workers fall below those in the USA, Germany and France by as much as 27% in terms of productivity per worker and productivity per hour worked, and the UK only ranks 17th out of the 30 most developed countries in terms of intermediate and higher level skills. To compound this already poor performance, the UK economy is becoming increasingly reliant upon knowledge and technology-based industries, which are especially dependant on the availability of a highly-skilled workforce.

Even if current targets to improve skills are met, the UK's skills base will still lag behind that of many comparator countries in 2020. The global economy is changing rapidly, with emerging economies such as India and China growing dramatically and altering the comparative competitiveness of UK business.

There is a direct correlation between skills, productivity and employment. Unless the UK can make its skills base one of its strengths, UK businesses will find it increasingly difficult to

compete. As a result of low skills, the UK risks increasing inequality and deprivation, and risks a generation cut off permanently from labour market opportunity.

Skills were once 'a' key lever for prosperity and fairness. Skills are now increasingly 'the' key lever. A radical step-change is necessary.

In 2004, the UK Government commissioned Lord Leitch to undertake a review of workforce skills provision. The results of this review will guide UK skills policy for the next 15 years. The conclusion of the Review was that, in order to sustain economic growth and stability, the UK must become a world leader in skills by 2020. The results of achieving this ambition would be great – a possible net benefit of at least £80 billion over 30 years. This would come from a boost in the productivity growth rate of up to 15 per cent and an increase in the employment growth rate by around 10 per cent. Social deprivation, poverty and inequality would accordingly diminish.

3.2.1 School-age provision

School standards have improved over the past decade, with more young people than ever achieving five good GCSEs. And yet, more than one in six young people leave school without adequate basic numeracy and literacy skills, and the proportion of young people staying in education past 16 is below OECD average. In addition, there is an increasing debate about the role of compulsory education in providing young people with employment-ready skills, as opposed to the academic qualifications traditionally offered by the GCSE system.

The 2002 White Paper - *14-19 Education and Skills* set out a comprehensive programme of reforms that will be completed by 2013. The focus of the reforms are the strengthening of education in core skills areas – English, Maths, Science, ICT and life skills, combined with broadening the options for obtaining career-ready qualifications through provision of 14 National Diploma Schemes, to which students can opt into. The system will be strengthened by the extension of the compulsory age to which young people must be engaged in formal education or training from 16 to 18.

The key components of the 14-19 Agenda include:

Reforms to GCSEs are to improve functional literacy and numeracy and develop essential 'life skills' amongst young people.

Delivery of Specialist 14-19 Diplomas, with a choice of 14 career-focused subjects - engineering; health and social care; ICT; creative and media; construction and the built environment; land based and environment; manufacturing; hair and beauty; business administration and finance; hospitality and catering; public services; sport and leisure; retail; travel and tourism.

Reform and development of current careers and pathways advice and enhance awareness and choice of career paths and provide a guaranteed route to ongoing education or training for all school leavers.

Expansion of Apprenticeship schemes, developed in association with Sector Skills Councils and employers to ensure that Apprentices are employer-ready.

Targeting disadvantaged, disengaged or 'at risk' groups with the aim of achieving universal level 2 qualifications by age 19

It is notable however that these reforms do not extend to pre-14 provision. Here, the curriculum remains standardised to the National Curriculum Key-Stage process, and is academically focused. Career development work and awareness-raising amongst pre 14-year old is restricted to discretionary activity within individual institutions.

Implementation of the 14-19 Agenda commenced in 2005, and currently all activities of 14-19 providers and associated agencies (for example connexions and sector skills councils) are delivered in line with this agenda, through Sub-regional and local 14-19 Partnerships. Delivery of the Agenda is progressing well, with the first Diplomas accredited in 2007.

3.2.2 Workforce Skills

The Leitch review concluded that to achieve this goal would mean doubling educational attainment at most levels. Taking into account that 70% of the 2020 working age population have already left compulsory education and the flow of young people will reduce in coming years, the focus must now be on developing skills amongst the adult workforce.

The Review identified the following objectives that must be achieved by 2020:

- 95 per cent of adults to achieve the basic skills of functional literacy and numeracy, an increase from levels of 85 per cent literacy and 79 per cent numeracy in 2005.
- Exceeding 90 per cent of adults qualified to at least Level 2, an increase from 69 per cent in 2005. A commitment to go further and achieve 95 per cent as soon as possible.
- Shifting the balance of intermediate skills from Level 2 to Level 3. Improving the esteem, quantity and quality of intermediate skills. This means 1.9 million additional Level 3 attainments over the period and boosting the number of Apprentices to 500,000 a year.
- Exceeding 40 per cent of adults qualified to Level 4 and above, up from 29 per cent in 2005, with a commitment to continue progression.

The review recognises that to achieve these far-reaching targets requires a radical change in the delivery of education and skills in this country, and emphasised development of the following principles as key to this goal;

Shared responsibility. Employers, individuals and the Government must increase action and investment. Employers and individuals should contribute most where they derive the greatest private returns. Government investment must focus on market failures, ensuring a basic platform of skills for all, targeting help where it is needed most.

Focus on economically valuable skills, which provide real returns for individuals, employers and society. Wherever possible, skills should be portable to deliver mobility in the labour market for individuals and employers

Adopt a demand-led approach to skills. The skills system must meet the needs of individuals and employers. Vocational skills must be demand-led rather than centrally planned

Adapt and respond. No one can accurately predict future demand for particular skill types. The framework must adapt and respond to future market needs; and

Build on existing structures. Don't always chop and change. Instead, improve performance of current structures through simplification and rationalisation, stronger performance management and clearer remits. Continuity is important.

Working within these principles, the review recommends the following activities:

Increase adult skills across all levels. Progress towards world class is best measured by the number of people increasing skills attainment. The raised ambitions will require additional investment by the State, employers and individuals. The Government is committed to increasing the share of GDP for education and skills. Additional annual investment in skills up to Level 3 will need to rise to £1.5-2 billion by 2020. Increased investment is required in higher education, but costings are difficult to project accurately;

Route all public funding for adult vocational skills in England through Train to Gain and Learner Accounts by 2010.

Strengthen employer voice. Rationalise existing bodies, strengthen the collective voice and better articulate employer views on skills by creating a new Commission for Employment and Skills, reporting to central Government and the devolved administrations. The Commission will manage employer influence on skills, within a national framework of individual rights and responsibilities. Increase employer engagement and investment in skills.

Reform, re-license and empower Sector Skills Councils (SSC) - Deliver more economically valuable skills by only allowing public funding for vocational qualifications where the content has been approved by SSC's. Expand skills brokerage services for both small and large employers;

Launch skills and jobs 'Pledges' for employers to voluntarily commit to train all eligible employees up to Level 2 in the workplace. In 2010, review progress of employer delivery. If the improvement rate is insufficient, introduce a statutory entitlement to workplace training at Level 2 in consultation with employers and unions;

Increase employer investment in Level 3 and 4 qualifications in the workplace. Extend Train to Gain to higher levels. Dramatically increase Apprenticeship volumes. Improve engagement between employers and universities. Increase co funded workplace degrees. Increase focus on Level 5 and above skills;

Increase people's aspirations and awareness of the value of skills to them and their families. Create high profile, sustained awareness programmes. Rationalise existing fragmented 'information silos' and develop a new universal adult careers service; and

Create a new integrated employment and skills service based upon existing structures, to increase sustainable employment and progression. Launch a new programme to improve basic skills for those out of work, embedding this support for disadvantaged people and repeat claimants.

Develop employer-led Employment and Skills Boards, building on current models.

These recommendations will have a strong and enduring impact across all sectors of society. For example: All individuals will have a greater awareness of the value of skills development and easier access to the opportunities available.

Workless people will have a better chance to find a job through effective diagnosis of their skills needs and greater support as they make the transition into sustainable work. Low-skilled workers will have more chances to gain a full Level 2 qualification and basic skills in

the workplace through Train to Gain, and more control over flexible, rewarding learning through their Learner Account, whilst Skilled workers will have more opportunities to develop their careers in the workplace, through Apprenticeships, degrees and management and leadership programmes; small firms will have easier access to relevant training for their employees.

Management skills, competitiveness and productivity will improve; employers will have more influence over skills strategy within a simplified system, greater incentives to invest in skills across all levels; advice through expanded skills brokerage and increased assistance for workplace training; and skills deficiencies will reduce.

Higher Education, Research, Innovation and Knowledge Transfer.

The higher education system in the United Kingdom is possibly the best in the world, and is a great asset, both for individuals and the nation. The skills, creativity, and research developed through higher education are a major factor in UK economic success in creating jobs and in our prosperity.

Recent years have seen a dramatic expansion in the breadth of higher education, and the number of people gaining degrees has tripled in the last two decades. Completion rates for students are among the best in the world, and increasingly overseas students are studying here.

UK research capacity is strong and, at best, world class. Recent years have seen a dramatic increase in the number of new companies spun out of universities' innovation. However rising standards and investment in HE around the world are placing increasing pressure on UK institutions.

The 2003 White Paper *The Future of Higher Education* identified the key challenges facing UK HE provision:

- Higher education must expand to meet rising skill needs.
- The social class gap among those entering university remains too wide.
- Many of our economic competitors invest more in higher education.
- Universities are struggling to employ the best academics.
- Funding per student fell 36 per cent between 1989 and 2003.
- The investment backlog in teaching and research facilities is estimated at £8 billion.
- Universities need stronger links with business and economy.

In response, the government has increased funding for higher education averaging 6 per cent above inflation for the next three years, alongside an additional package of measures designed to:

- Bring major improvements to the funding of research and knowledge transfer, boost world class excellence and strengthen the work of universities in supporting the regional economies;
- Improve and reward excellent teaching;

- Enable more people to enter higher education, benefiting both individuals and the economy's need for higher level skills;
- Support those from disadvantaged backgrounds by restoring grants, helping with fee costs, and abolishing up-front tuition fees for all students;
- Allow universities to secure a contribution of between £0 and £3,000 per year to the cost of each course – paid fairly when graduates are in work linked to their ability to pay;
- Give universities long term financial certainty by helping them build up endowment funds.

3.2.3 Research, Development, Innovation and Knowledge Transfer

In an economic context, perhaps the most important role of Universities is Research and Development. Higher education in the UK generates over £34 billion for our economy and supports more than half a million jobs. But less than one in five businesses taps into universities' skills and knowledge.

Universities and colleges can play a bigger role in creating jobs and prosperity. The UK government will encourage this by:

- Increasing spending on research in by £1.25 billion over 2003 levels – around 30 per cent in real terms.
- Encourage and reward research in larger units, including through collaboration.
- Invest more in our leading research departments and universities, enabling them to compete with the world's best.
- Develop new incentives to support emerging and improving research;
- Develop and reward talented researchers, with rigorous new standards for government funded research postgraduate places.
- Create a new Arts and Humanities Research Council.
- Strengthening the Higher Education Innovation Fund (HEIF) – worth £90m a year in 2005–06.
- Encourage especially the non research-intensive universities to work with employers locally, regionally and nationally.
- Funding through HEIF a network of 20 Knowledge Exchanges to reward and support HE. institutions working with business.
- Building stronger partnerships between HE institutions and regional development agencies.(RDAs), with RDAs playing an increasing role allocating HEIF.
- Helping sector skills councils forge stronger alliances between business and relevant departments in universities and colleges.

3.3 North West Context

The Regional Skills Partnership (RSP) for the North-west is the umbrella body of agencies and education providers responsible for identifying skills needs and formulating regional skills policy. This is set down in the 'North West Statement of Skills Priorities' (NWSSP), currently in its second incarnation (2008-2010).

The NWSSP identifies seven clear priorities for action:

- **Tackle worklessness** by linking people, jobs and training.
- **Increase the participation of 16-19 year olds in education and/or work based learning**, thereby securing increases in Level 2 and Level 3 attainment and progression into higher education.
- **Increase the proportion of adults with the skills and qualifications needed for employment**, with a focus on Skills for Life and Level 2 attainment.
- **Support adults to progress beyond Level 2 and to attain skills and qualifications at Level 3 and above**, with a focus on key sectors.
- **Stimulate employers to invest more in workforce development** which meets business needs including innovation, management, leadership and intermediate and higher level technical and professional skills.
- **Stimulate demand for, and investment in entrepreneurial, intermediate and higher level skills** from individuals.
- **Support providers to respond to the needs of individuals** and employers through delivery of high quality provision.

A brief comparison between these regional priorities and the Cumbrian Strategy indicates very clear linkages between the two, which is fortunate as all future skills investment on a regional level will be directed by the NWSSP. The report also indicate some clear factors, which will be essential if we are to successfully tackle these priorities:

- **Availability of appropriate finance to support learners;**
- **Availability of appropriate information, advice and guidance** to individuals and employers;
- **Practical support to job seekers, learners and employers** appropriate to their needs
- **Best use of technology** to support learners and deliver skills.

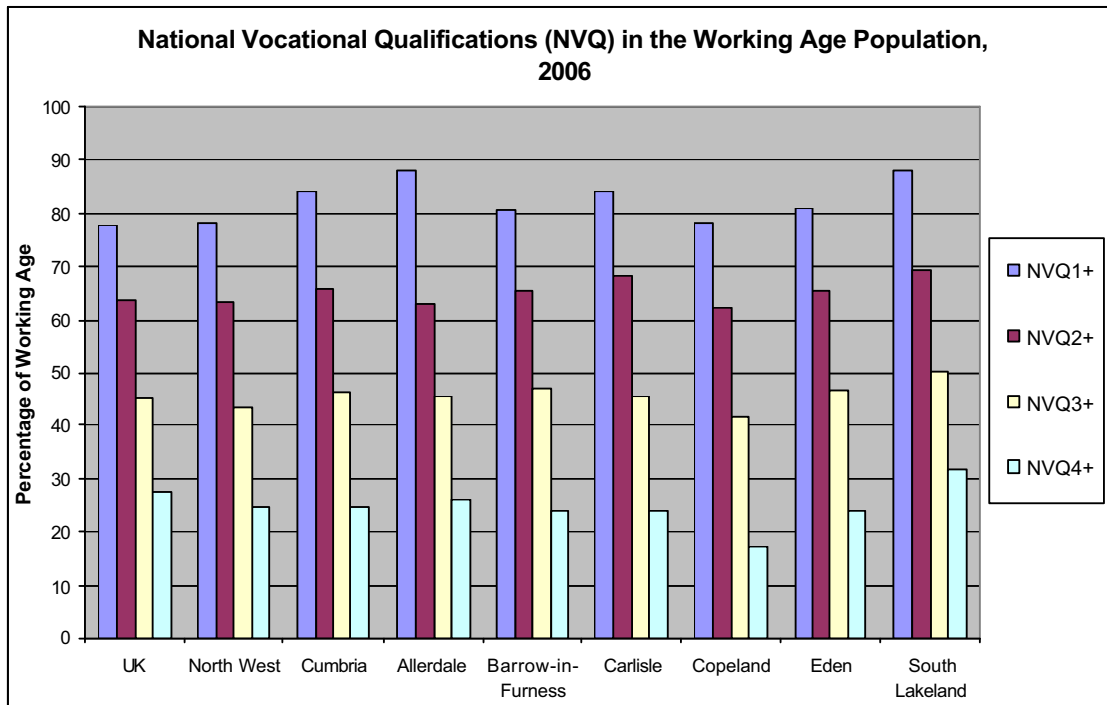
3.4 Cumbria Context

Across the UK, the skills and educational levels of the workforce – both current and future – are a key factor in determining economic success. This is especially true in Cumbria, with its diverse range of industries and relative isolation from other labour markets resulting on a high degree of dependence on the skills base of workers within the county.

3.4.1 Headline Statistics

- Cumbria fares reasonably well at GCSE level, with a higher level of attainment at 5 x A* - C in the county (56.8%) than nationally (56.0%) or regionally (53.9%).
- The same holds true for A Level attainment, with 94.4% attaining 2 or more passes, compared with national and regional averages of 92.6% and 93.3% respectively.
- Amongst the working-age population, NVQ attainment is good up to level 3 with Cumbria (46.4%) outperforming the region (43.7%) and nation (45.2%); however there are lower proportions of people with level4+ in Cumbria (25.0%) than nationally (27.3%).
- A 2007 study of businesses in Cumbria showed that 21% of businesses reported skills gaps amongst their workforce. Where skills gaps were identified, technical or practical skills specific to the workplace were those most often found lacking.

There is considerable variation between skill levels and attainment between local areas in Cumbria – For example the best performing school, located in Eden, enjoys 99% of pupils obtaining 5 or more GCSE's at A*-C grade, compared to the worst, in Barrow-In-Furness, only having 15% success rate by the same measure. The situation is similar in Workforce Skills.



3.4.2 Working Age Qualifications:

- Compared with the nation as a whole (45.2%) NVQ attainment up to level 3 is very good in Cumbria with a higher proportion of level 3 qualifications in all districts except Copeland (41.8%). However there are again disparities across the county, with South Lakeland performing best at (50.3%).
- At NVQ level 1; all districts in Cumbria outperform the national average (77.6%). However, the proportion of people with qualifications at NVQ level 4+ is lower in Cumbria than nationally and only South Lakeland (31.9%) has a greater proportion of people with this level of qualification.
- As a whole, Cumbria (9.0%) has a lower proportion of people with no qualifications than the region (15.8%) or nation (14.0%). However this distinction belies large differences across the districts with very low levels of people with no qualifications in Allerdale and South Lakeland (both at 4.6%) compared with much higher proportions in Barrow-in-Furness (13.2%) and Copeland (14.2%).

3.4.3 Skills Gaps

- According to a recent study of Cumbrian businesses conducted by BMG Research on behalf of the Cumbrian Economic Intelligence Partnership, 21% of businesses in Cumbria reported a skills gap relating to employees who are not as wholly skilled or competent as they would like.
- Breaking these results down by sector, the energy and water (43%) and construction (36%) sectors most frequently reported a skills deficit. Lower frequencies of skills deficit were found in the transport and communications (9%), agriculture and fishing (15%) and the manufacturing (19%) sectors.

- Where a skills gap was identified through the questionnaire, technical or practical skills relevant to the workplace were those most often found lacking. Copeland in particular reported 68% of, these skills were absent, with the smallest deficit found in Carlisle (38%).
- Other notable skills found lacking amongst the workforce include: customer handling skills, most evident in Carlisle (17%) and Eden (15%); IT skills (both general and professional), most evident in Carlisle (24%) and Allerdale (16%); management skills, particularly in Carlisle (13%); team working skills in Copeland (12%) and oral communication in Barrow-in-Furness (12%).

3.4.4 Worklessness

Worklessness includes unemployed and economically inactive people of working age (16 to official retirement age). It includes the claimants of out of work benefits, such as the Job Seekers Allowance, Income Support and Incapacity Benefit. Of the claimants of these benefits only the JSA claimants are considered as economically active as they should be actively seeking work as a condition of benefit receipt.

Worklessness also includes people who do not claim out of work benefits, such as students and people who have retired prior to reaching the statutory retirement age (as shown in the Table below).

Table 1.1 Overview of Broad Workless Groups		
	Economically Active	Economically Inactive
Out of Work Benefit Claimants	<ul style="list-style-type: none"> • JSA Claimants 	<ul style="list-style-type: none"> • Incapacity Benefit Claimants • Income Support Claimants
Other Groups	<ul style="list-style-type: none"> • People between jobs not registering for JSA ('frictionally' unemployed) 	<ul style="list-style-type: none"> • Full-time Students • Retired (prior to statutory retirement age)

Of the total number of people classified as workless in Cumbria in February 2007 (43,180), over half (24,110) were claims for incapacity benefit, while less than 6000 were job seeker benefit claims.

Overall, the proportion of the working age population claiming benefits in Cumbria (14.4%) is below the average for Great Britain (14.7%) and significantly below the North West (18.0%). However, once again, these figures mask the county-wide disparities, for whilst Eden and South Lakeland have a low proportion of benefit claimants (8.2% and 9.3% respectively); Copeland and, in particular, Barrow-in-Furness have particularly high rates (17.3% and a huge 22.6% respectively).

Whilst the proportion of claimants for job seekers allowance in Barrow (2.9%) is only marginally higher than the Cumbrian average (2.0%) and equal to that of the North West; the proportion of incapacity claimants in the district is very high at 13.4%, compared with the Cumbrian average rate of 8.0% and Eden, for example, at 4.7%.

36.2% of Cumbrian job seekers are aged 24 and under, which is noticeably higher than the average across Great Britain (31.8%). Again, Barrow-in-Furness is worst affected with 40.7% of job seekers aged under 25; South Lakeland and Eden are the districts with the lowest rates of youth unemployment at 26.0% and 28.2%.

However, whilst youth unemployment may be worse in Cumbria than the nation as a whole, long-term unemployment appears to be less of a problem. Indeed, only 12.3% of Cumbrian job seekers have been claiming benefit for over a year and even in the worst affected district of Copeland (16.3%), the proportion of long-term unemployed is only marginally above the GB average of 16.1%. Unsurprisingly given their performance in other areas, Eden and South Lakeland have the lowest rates of long-term unemployed at 6.2% and 6.3%.

Total number of benefits claimants by region: February 2007

Area	Total	Job Seeker	Incapacity Benefits	Lone Parent	Carer	Others on Income-related Benefit	Disabled	Bereaved
Great Britain	5,333,160	936,130	2,650,080	771,300	373,420	162,900	329,080	110,250
North West	759,050	121,030	408,240	98,090	52,520	20,060	45,490	13,630
Cumbria	43,180	5,900	24,110	4,450	3,530	1,170	2,990	1,040
Allerdale	8,780	1,270	4,730	970	770	250	590	210
Barrow-in-Furness	9,470	1,220	5,630	890	730	230	640	130
Carlisle	9,120	1,410	4,990	1,030	620	250	590	230
Copeland	7,680	1,140	4,140	870	680	210	480	150
Eden	2,630	270	1,490	220	230	70	230	100
South Lakeland	5,510	590	3,120	470	500	150	460	210

4. ACTIONS AND IMPACTS BY SECTOR

4.1 Energy and Environment

Skills required in the Energy sector are partly well understood and partly still being established, (as with Nuclear & Environmental technologies which encompass waste management). Either way, there is a distinct shortage of suitably qualified higher-level people and this is true nationally and globally. Whilst 36% of the UK Nuclear industry is based in Cumbria, the global renaissance and mobile nature of the industry means there is substantial pull on the relatively small skills base we have. The trick is here will be to invest

and build on all skills required for the total energy sector, and linking The Energus Academy, West Lakes Institute, Dalton Institute, University of Cumbria, and other FE provision.

Skills requirements also include engineering skills where we can link initiatives such as those from the private sector (BAE) and GenII for example. Environmentally focussed skills requirements could be addressed through expanded curriculum from the University's Newton Rigg campus and faculty of Natural Resources.

4.2 Specialist Manufacturing

Skills shortages are especially acute across the manufacturing industries in Cumbria, most acutely so in intermediate (skilled and semi-skilled trades), and higher-level (engineering but also leadership / management skills), with 40% of businesses reporting hard-to-fill vacancies. Key to addressing these gaps are delivery of initiatives to encourage engagement amongst young people in Science, Technology, Engineering and Maths (STEM) and assisting the delivery of appropriate Specialist Diplomas within the 14-19 reforms, and the delivery of STEM-related subjects amongst FE providers.

4.3 Tourism, Digital, Cultural and Creative

Skills provision within the tourism and (visitor-focused) cultural industries focus in two broad areas; Practical service-industry / customer service skills (for example Catering qualifications), and higher-level business and financial management skills, to improve productivity and business performance.

In addition the industries are becoming increasingly reliant on immigrant labour. Although in the main this labour supply is adequately qualified, adequate provision of English for Speakers of Other Languages (ESOL) and basic literacy / numeracy courses are essential to maximise the impact of this workforce.

4.4 Food and Drink

Skills gaps are predominantly in skilled trades and process operatives. Although demand across the NW is generally met (low vacancy levels), where vacancies exist they are generally considered 'hard to fill'.

4.5 Outdoor Sport, Education and Recreation (OSRE)

The core of OSRE sector (i.e. excluding outdoor retail) is unique in terms of skills requirements when compared to other sectors. An 'ideal' worker will require both a mix of higher-level transferable skills (for example financial and business management or teaching qualifications), combined with highly specific practical qualifications such as Mountain Leadership accreditation.

This combination of skills requirements creates problems within the labour market, as entrants to the sector, whilst gaining the higher-level skills through formal academic courses, often do not have the immediate practical skills to qualify them for the higher-paying jobs within the sector.

Consequently there tends to be a long progression time through the sector, as newer workers steadily accumulate the variety of qualifications to enable them to progress to higher-paying posts. This is also tempered by a 'dead-man's shoes' factor, with a restricted number of senior posts proportional to the industry as a whole (and long residence-times within these posts) further restricting progression through the industry.

Whilst this situation does not pose an immediate threat to the industry (as there is currently no shortage of available staff within the sector), in the longer term, when taking rising cost of living, and the increasing cost of practical training courses, the sector may become far less appealing as a career choice to younger people; As natural wastage occurs at the older end of the workforce, this may lead to a chronic skills / labour shortage over a 20-year period. Furthermore, this trend diminishes the value of the sector in attracting young people to the county, a key factor in OSRE's inclusion in the Economic Plan.

Key to the development of the outdoor sector is the proposed location of the National Skills Academy for the Outdoors, under development by 'Skillsactive', the sector skills council for sport and the outdoors. Plans for the academy are still being finalised, however it appears likely that the centre will be located at the existing Newton Rigg campus of the University of Cumbria. To maximise the benefits of this establishment, a review is required of the current courses available within the UoC, and other Cumbrian providers, to deliver the best combination of 'soft' skills and the practical outdoor qualifications required to ensure career-ready graduates. A possible longer term goal is the development of an 'English Centre for the Outdoors', to rival the current Scottish and Welsh installations at Fort William and Coed-Y-Brennan; This would enable the delivery of the very highest level of outdoor qualifications that are currently not provided in Cumbria.

4.6 Other sectors

Three major employment categories that are not listed as key sectors are the **Construction, Public and Health sectors**. The skills requirements across the Public sector as a whole are too diffuse to pinpoint particular shortages, with the exception of Regeneration, Planning and project management skills (which are all in short supply nationally anyway), and more general higher-level management skills. There is also a particularly acute problem in graduate / higher-skilled recruitment and retention. Proposals for a tailored public sector 'higher apprenticeship' with an accelerated route of progression to management grades may make a positive impact on this.

Whilst the health and social care sector is not generally a generator of high GVA, it merits special attention partly because of its scale, but also because of its future relevance in terms of the ageing population profiles of Cumbria. Investigation of the future skills requirements within health is therefore important to ensure the sustainability of Cumbrian communities, and on a lesser scale to identify future GVA benefits that growth in the sector can bring.

In terms of construction skills, little research has been done within the county into current shortages, but at a national level, there are widely reported skills gaps and labour shortages at all ranges from semi skilled up to professional managerial. These gaps are particularly acute in level 3, 4, and 5 site and project management skills.

Of particular relevance to the historic built environment of Cumbria, are the current acute shortages in Heritage construction skills (for example traditional stonemasonry) nationwide, which pose a threat to the ongoing quality of the built environment and also to the deliverability of many major development schemes. Opportunities for Heritage skills provision in conjunction with FE and HE providers should be explored, not least for the employment potential they offer successful students.

5. ACTIONS AND IMPACT BY LOCATION

5.1 Allerdale and Copeland

Skills provision on the West Coast is juxtaposed between some very high performing secondary schools and world class research establishments, whilst also having some of the lowest performing schools in the country. Securing a sustainable economic future will require improving all schools within the area to at least average standards, and ensuring delivery of the highest level science and technology skills and research programmes.

Key actions

- Amalgamation of Ehenside and Wyndham schools into an Academy specialising in Science and Technology
- Delivery of the Nuclear Skills Programme, through the National Nuclear Academy, Westlakes Research Institute and the proposed Dalton Institute
- Ongoing development of West Lakes College.

Key Skills areas

- Nuclear, energy and environmental technologies
- Engineering, product and process manufacturing skills
- Customer service skills (To support growth in tourism provision)
- Construction skills (to support regeneration / Energy industry)
- Basic Skills / ESOL, to support the significant workless population into employment.

5.2 Barrow

Skills provision on the Furness Peninsula is juxtaposed between some very high performing secondary schools and cutting edge research work (around the BAE systems / sub sea cluster), whilst also having a number of poorly performing, or failing schools – Alfred Barrow School achieves just 15% of pupils with GCSE grades A*-C.

FE courses are provided by Barrow 6th Form College, and Furness College (Shortly to undergo redevelopment). There is also potential for the University of Cumbria to locate a small campus within the town. As with the West Coast, securing a sustainable economic future will require improving all schools within the area to at least average standards, and ensuring delivery of the highest level science and technology skills and research programmes.

Key actions

- Development of a Barrow UoC campus
- Furness College Redevelopment.

Key Skills areas

- Nuclear, energy and environmental technologies
- Engineering, product and process manufacturing skills

- Customer service skills (To support growth in tourism provision)
- Construction skills (to support regeneration / Energy industry)
- Basic Skills / ESOL, to support the significant workless population into employment.

5.3 Carlisle

Carlisle is facing significant growth and change in the next few years, with predicted population growth of around 20,000 over 20 years, the major Renaissance regeneration scheme, a potential new airport, and the headquarters of the University of Cumbria. These opportunities look set to be matched by developments in education and skills provision, with the following actions:

Key actions

- Establish location and development of central UoC campus
- Media Enterprise Centre delivering digital industry skills
- Redevelopment of Carlisle College
- Delivery of the Science and Creative Arts Academy at the Morton School Site, the Carlisle Central; / Richard Rose Academy.

Key Skills areas

- Digital / Media
- Transport and logistics
- Food process and product technology (all levels)
- Skills for Life and ESOL to support base-level workforce and immigrant population
- Retail / Service industry skills to support Renaissance / Growth plans
- Financial / Business sector skills
- Engineering and Construction skills, including heritage construction

5.4 Eden

With some exceptions, schools within Eden perform to generally high standards, with Level 2 achievement significantly above Cumbrian, regional and national averages, however problems arise post-16, as there are no designated FE colleges within the district and.

Due to it's dispersed nature, access to FE of HE provision is difficult. Significant opportunities do present themselves however, in terms of the National Skills Academy for the Outdoors locating at Newton Rigg, and the delivery of the Eden Skills Project, offering dispersed FE learning opportunities across the District.

Key actions

- Delivery of the National Skills Academy –Outdoor at Newton Rigg
- Capital redevelopment and expansion of the existing facilities at Newton Rigg
- Delivery of the Eden Skills Project, with centres at Penrith, Appleby, Kirkby Stephen and Alston.

Key Skills areas

- Engineering, product and process manufacturing skills
- Outdoor Specific Skills
- Construction skills
- Land management and agriculture.

5.5 South Lakeland

With some exceptions, schools within South Lakeland perform to generally high standards, with Level 2 achievement significantly above Cumbrian, regional and national averages.

Further Education provision is dealt with largely by Kendal College – which specialises in Hospitality skills but is currently expanding it's focus to include a broader range of subjects, for example construction skills. The district also has a HE representation, at the Ambleside Campus of the University of Cumbria, currently specialising in teacher training and Outdoor but soon to become a post-graduate institution.

Key actions

- Completion of Kendal College redevelopment
- Successfully establish new Post-Grad remit at Ambleside
- Brewery Arts Centre Creative Campus redevelopment
- Kendal College Museum site development.

Key Skills areas

- Engineering, product and process manufacturing skills (Primarily in the south of the district)
- Outdoor Specific Skills
- Digital / Media
- Tourism / Hospitality and customer service
- Construction skills, particularly heritage construction.

6. STRATEGY

Delivery of this ambitious vision for Cumbria will require a co-ordinated, and above all comprehensive approach to Development and implementation of a fully integrated Skills Strategy incorporating the following elements.

EES 1 Developing a ‘work-ready’ programme of skills provision across the county

Key Objective – Change the learning environment and the education and skills offer in Cumbria to provide qualifications that meet the needs of employers, and develop a skills base that raises the appeal of the county to future investment.

Key actions -

- a) Comprehensive research programme into current and future skills needs – Based on economic models that include growth targets in key economic sectors, and examine the requirements in lower priority sectors. This action is a fundamental first step in the delivery of the skills strategy.
- b) Developing an Employer-led approach, through development of the Cumbrian Employment and Skills board, supported by the Cumbria Skills Partnership to lead on future curriculum development.
- c) Work with Sector Skills Councils to strengthen local delivery of skills both in key sectors, and also in ‘lower-priority’ sectors such as health and social care.
- d) Integrate the strategies of, and increase communication between Economic development agencies, employers and education providers, to ensure co-ordination between skills requirements and education provision – Education summits, newsletters, etc.
- e) Focus provision on skills that lead to higher paying jobs – in sectors such as construction, engineering, Communications and technology, Business and financial management.

Key indicators

- Number of businesses with identified skills gaps (reduced)

EES 2 Raise awareness and enthusiasm: amongst all ages and sectors of the workforce of the opportunities and value of careers in key economic sectors.

Key Objective: Starting early, ensure full awareness of the range and value of careers in key sectors in Cumbria, and also in areas of potential inward investment.

Key Actions:

- a) Working with Careers North-West, employers and existing providers, deliver a program of direct awareness raising with young people (both pre and post - 14) around the value of careers in Key sectors, through ‘Careers fairs’, direct careers advice, business visits and employer presentations.
- b) Examine ways of promoting enthusiasm and ambition and developing a ‘work ethic’ amongst young people, particularly in deprived communities
- c) Develop a programme of direct awareness-raising with workless and underemployed groups of the benefits of obtaining employability skills and the opportunities in the county for higher-paying jobs.

Key indicators

- No of young people (<14 years) engaged in activities
- No of young people (14-19) engaged in additional awareness raising activities
- No of Workless / at risk groups engaged in awareness raising activities.

EES 3 Enhance skills and qualifications across all sectors of the workforce.

Key objective: Providing opportunities and clear routes of progression for all sectors of the workforce to achieve relevant qualifications to improve their employability

Key actions

- a) Support the delivery of the 14-19 reforms, building on the best practice developed so far by the 14-19 Strategic Partnership, continuing the successful delivery of personalised learning entitlements and ensuring successful implementation of the new Specialist Diplomas.
- b) Develop a coherent model for progression, agreed and implemented by all institutions, that enables individuals to establish routes of progression for individuals through to all levels of education.
- c) Strengthen delivery of work-based learning programmes, to ensure all members of the Workforce have access to level 2 qualifications.
- d) Strengthen delivery of English for Speakers of Other Languages (ESOL) and Skills For Life programmes, to ensure all workers have the basic skills needed for employment.
- e) Support the delivery of apprenticeships, higher apprenticeships, and vocational qualifications in key sectors, in association with the National Apprenticeship Service, and other regional and local providers.
- f) Support the delivery, possibly with financial assistance, of 'short-course' and 'on the job' training, in response to their popularity with employers. .
- g) Enhance the provision and delivery of foundation degrees, as routes to progression into Higher Education, in subjects relevant to key sectors
- h) Increase employer investment, particularly small and medium enterprises in the supply of learning opportunities and encourage employers to enter in Local Employment Partnerships and commit to Skills Pledges, to ensure the development of businesses and the skills of the workforce.

Key indicators

- No of school leavers NEET and NEWT
- Proportion of working age population with level 2 qualifications
- Proportion of working age population with Level 3 qualifications
- Average GCSE Attainment 5 Grade A*-C
- No of apprenticeships completed
- £ Private sector investment in training and development.

EES 4 Continued expansion in the range of Higher Education and Level 4+ industry qualification opportunities, delivered by the University of Cumbria, other HE providers active in the county and the four Cumbrian FE Colleges.

Key objective - World-leading, career-ready higher education and skills provision that meets the needs of all sectors of the workforce (both active and inactive) and businesses, is delivered across the County.

Key actions

- a) Ensure ongoing development of the HE offer in the County in line with industry needs and the 'work-ready' programme of skills provision, and ensure all graduates are provided with transferable skills as part of their learning.
- b) Identify and develop initiatives encouraging all sectors of the population, particularly un-employed or disadvantaged groups, to enter into HE.
- c) Identify and encourage flexible and innovative methods of HE delivery to encourage employers to increase their engagement in HE amongst their employees.
- d) Bring in students from across the nation and the world who would welcome the opportunity to study relevant, career-ready courses in an area with the outstanding environment of Cumbria. And then keep them here!
- e) Implement an ongoing programme of research into changing HE funding mechanisms to successfully adapt to these changes.

Key indicators

- Number of international students studying HE courses in Cumbria
- No of Disadvantaged / hard-to-reach students studying HE courses in Cumbria.

EES 5 Develop infrastructure to increase the capacity of key education providers

Key objective – To develop the infrastructure of key providers to the point where the Integrated Employment Strategy can be effectively delivered

Key actions -

- a) Continue development of the dispersed learning network to allow equal access to FE and HE for all areas of the county, including development of the Eden Skills Project.
- b) Ensure continued development and delivery of the capital expansion programme of the University of Cumbria, in partnership with other providers, to ensure maximum breadth of provision across the county.
- c) Develop a co-ordinated accommodation strategy to meet the needs of students inside and outside the County, drawing on the strategies of existing providers.
- d) Support redevelopment proposals for FE colleges in the county
- e) Support development of flagship institutions in key sectors – including the National Outdoor Skills Academy, National Nuclear Skills Academy in Cumbria, the National School of Forestry and the Brewery Arts Centre Creative Campus.
- f) Support development of City academies and the Schools for the Future programme
- g) Integrate the 'work-ready' programme of skills provision into all major projects – as a condition of investment

- h) Investigate the possibilities for local employment / procurement agreements with education providers.

Key indicators –

- £ million capital investment in education and skills infrastructure
- Full geographical access to FE and HE provision (maximum acceptable distance / travelling time for all locations?)

EES 6 Nuclear Skills Programme – Britain's Energy Coast

Key Objective - Maximising the benefits of The Nuclear Skills Programme for Cumbria, to support the development of 'Britain's Energy Coast'.

Key actions -

- a) Ensure maximum synergy between the Academy and the needs of nuclear sector businesses
- b) Ensuring a broad remit for the facility that complements the aims of Cumbria as 'Britain's Energy Coast' including renewable energies, hydrogen, environmental research, defence and security amongst other areas.

EES 7 Knowledge Transfer, Innovation, Research and development

Key Objective- To dramatically increase spending on Research and Development within Cumbria, and to enhance linkages between HE, FE and research institutions and employers

Key actions-

- a) Develop a framework for RTD for Cumbria based on the best practice learned from other EU regions.
- b) Promote enterprise and innovation to SMEs and provide investment to specific industry clusters
- c) Develop capacity to Increase uptake of EU regional and national Grants for Research And Development to assist businesses to research and develop technologically innovative products, by increasing awareness and
- d) Encourage Business HE/FE Collaborative working, particularly in key and knowledge-based sectors, and capitalise on opportunities such as the Post-Graduate campus proposal at Ambleside.
- e) Increase delivery of Knowledge Transfer Partnerships in partnership with HE providers, and maximise their benefit as a way of retaining graduates within the county.

EES 8 Retain highly-skilled people: within Cumbria, particularly new graduates or those with level 4+ qualifications

Key objective – To increase the number of highly-skilled people staying within the county upon graduation, or moving to the county to work.

Key actions –

- a) Develop the provision of Leadership and management programmes within the county, through engagement of education providers, employers and the Public Sector, for example the Carlisle Learning City Management Programme.
- b) Develop methods of monitoring graduate inflows and outflows.
- c) Develop graduate networks across the county, building on the successful model developed by Furness Enterprise
- d) Develop a graduate brokerage service (Jobs, houses etc)
- e) Instigate Graduate recruitment and retention programmes – To develop the capacity of employers to recruit, manage and retain highly-skilled people.
- f) Higher / 'ultra' apprenticeships programme
- g) Direct marketing of Cumbria to graduates outside the county

Key indicators

- Proportion of new graduates taking up work within the county.
- Proportion of University of Cumbria graduates working in Cumbria within 2 years of graduation.
- Proportion of population with Level 4 or above qualifications.

EES 9 Tackle Worklessness: within Cumbria, to significantly reduce the levels of worklessness.

Key objective – To significantly reduce the levels of worklessness in Cumbria and in particular in those areas such as Barrow and West Cumbria where levels of worklessness are significantly above the national average.

Key Actions -

- (a) Identify and deliver innovative new methods of worklessness reduction in the county, enhancing delivery of the Local Area Agreement Stretch target.
- (b) Tailoring of support, combining the different components of the model or routeway in an integrated manner and possibly between agencies, to the needs of the individual client
- (c) The integration of funding and delivery across agencies to target groups
- (c) Ensuring provision is of a high quality and meets accepted national standards
- (e) Balancing the provision of support to clients with responsibilities for these customers to proactively seek work
- (f) Effective and coordinated case management of clients and strategic oversight to ensure progression across all stages of the model
- (g) The available employability and training support to be informed by an understanding of the need of employers and the support to be tailored accordingly
- (h) Coordinated and effective engagement with employers in their role as providers of work experience placements and recruiters of workless people
- (i) An emphasis on securing job retention amongst those who gain work and progression in the longer term.

Key indicators

- Percentage of people falling out of work and onto incapacity benefits (N1 173)
- Proportion of people remaining out of work on an annual basis by District Council area

7. DELIVERING THE STRATEGY – ACTION PLAN

7.1 The following Action Plan is a comprehensive list of all identified programmes, projects and activities that have the potential to make a positive contribution towards achieving the vision for Employment, Education and Skills in Cumbria, as detailed above. To successfully deliver this Action Plan will require a co-ordinated approach, and commitment and investment from Public, Private and voluntary sectors. The Action Plan does not therefore relate to particular funding bodies or programmes (for example the North-West Development Agency Single Programme, or the European Regional Development Fund) and is not a representation of any future Sub-Regional Action Plan.

7.2 The Red / Amber / Green classification in this Action Plan reflects priorities in terms of timescales for delivery only, in recognition that a number of actions (particularly major, transformational projects) will take substantial time to develop and deliver, whilst others can be delivered within a much shorter timescale. Please also note that the classification are based on timetable for final completion, so actions that are a mixture of short-term and long-term components will be listed by the targets for long-term completion.

7.3 Within each colour group, projects are listed in order of their reference number which relates to the key actions within section xxx (NB section 4 currently) of the Strategic Action Plan. Neither the colour-coding nor the numerical listing within each colour classification are indications of the importance of actions relative to one another.

7.4 A key role of Cumbria Vision will be to monitor, evaluate and update the Action Plan on an ongoing basis. This process will be undertaken in close consultation with stakeholders from the county and region.

Timeframe	Ref	Activity	Detail	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES1.1	Cumbria Employment and Skills Board	Enhance communication between employers and agencies, and the education sector to identify and deliver courses that meet the needs of the Cumbrian Economy; Deliver ESB Action Plan	<i>Allerdale</i>	<i>Carlisle</i>	<i>Copeland</i>	<i>Eden</i>	<i>Furness</i>	<i>South Lakeland</i>
	EES 1.2	Cumbria Skills Partnership	Develop ways of assisting delivery of actions and priorities identified by the Cumbria Employment and Skills Board	<i>Allerdale</i>	<i>Carlisle</i>	<i>Copeland</i>	<i>Eden</i>	<i>Furness</i>	<i>South Lakeland</i>
	EES 1.3	Skills research programme - Cumbria	Building on current research into NW skills requirements, deliver a detailed study into current and future skills needs for Cumbrian Businesses, focusing on key sectors	<i>Allerdale</i>	<i>Carlisle</i>	<i>Copeland</i>	<i>Eden</i>	<i>Furness</i>	<i>South Lakeland</i>
	EES 1.4	Sector Skills Councils	Strengthen linkages and identify ways to assist SSC impact at a sub-regional level	<i>Allerdale</i>	<i>Carlisle</i>	<i>Copeland</i>	<i>Eden</i>	<i>Furness</i>	<i>South Lakeland</i>

	EES 1.6	Cumbria Education Summits	Deliver 4 annual geographically-themed education summits to encourage information sharing and collaboration between employers, agencies and education providers.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 2.1	Cumbria Schools Promotional Programme	Programme of activity for Cumbrian students, focusing on key / higher added-value sectors, including 'Careers Fair' events, Businesses-in-schools presentations, etc.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 3.2	Strengthen delivery work-based learning	Investigate methods of enhancing to existing through Business Link NW	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 3.3	Higher Apprenticeships programme	Provide a 'fit for purpose' higher level vocational training and raise employability of small and well support cohorts of individuals. Delivery body - University of Cumbria	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 3.4	Employer investment Programme	Develop linkages with, raise awareness amongst employers of benefits of investing in skills training, enhance levels of private investment, and particularly focusing on SMEs	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland

	EES 3.5	Skills for Life Programme	Delivering Level 2, 3 and 4 skills., focusing on Literacy, Numeracy. Delivery Body - LSC	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 3.6	Work-Based learning programme	Delivery Body - LSC	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 3.7	Action For Employment	Supporting people who are unemployed or economically inactive, especially disabled people and those with health conditions, lone parents, older people and BME communities, into sustainable employment. Delivery Body - LSC	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 3.9	Energy Coast – Enterprise Training in Schools (BEE???)	West Lakes Renaissance	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 3.10	Carlisle – Learning City	Delivery of programme in conjunction with Carlisle Renaissance	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 4.1	Developing the HE offer	With relevant providers, ensure the ongoing development of the HE offer to provide Career-ready graduates to support growth of key sectors	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland

	EES 4.2	'Degree Marketing' - Home	Programme targeting Geographically remote, disadvantaged or hard-to-reach groups, promoting the benefits of HE-level qualifications	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 4.3	'Degree Marketing' - Abroad	Programme raising national and international awareness of Cumbria as a destination for HE study.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 7.1	Develop a framework for RTD for Cumbria	Based on the best practice learned from other EU regions.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 7.2	Capacity Building and awareness raising programme	To raise awareness and increase uptake of regional and national grants and R&D tax credits amongst Cumbrian businesses.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 7.3	Promote enterprise and innovation to SMEs	Including specific additional investment to key sectors and clusters	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 7.4	Knowledge Transfer and Innovation Partnerships	Research grants for SMEs to grow RTD & Knowledge Transfer. Delivery Body - University of Cumbria	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 7.5	Collaborative Innovation Partnerships	Development of innovation Partnerships and encouraging businesses to participate.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland

	EES 8.1	Cumbria Leadership and management programme	Delivered initially in association with Public Sector employers	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 8.2	Cumbria Graduate Networks	Graduate networks and 'opportunities brokerage' service to raise appeal of Cumbria as a place to live (Based on Furness Enterprise model), including marketing the Cumbrian brand as a place to live for highly-skilled people.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 8.3	Graduate recruitment and retention programme	Developing capacity of employers to recruit, manage and retain highly-skilled people.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 8.4	Graduate monitoring programme	Develop effective, accurate methods of monitoring graduate inflows and outflows, to inform future policy decisions.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 8.5	'Ultra' Apprenticeship Programme	Based on apprenticeship model, support and bursaries to support level 5 and above development in the workplace.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 9.1	Incapacity Benefit Stretch Target	Meeting IB Stretch Targets – Delivery body CCC	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland

	EES 9.2	Enhancement of existing worklessness activities	Enhancement and ongoing delivery of mainstream and discretionary activities surrounding size of the workforce – Further work required with stakeholders to identify.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 9.3	Linking people to employers	<p>ERDF-Funded programme to meet aims of NWOP objective 4.2, building on existing JC+ activities. Programme will;</p> <ul style="list-style-type: none"> • Target people newly workless • Support employers to offer sustained employment to this group through local employment agreements, recruitment support, job pledges etc. • Target employers to establish skills need • Enhance Observatory to develop Labour Market Information 	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland

	EES 1.5	The 'Work-ready' skills agenda	Based on the findings of the Skills Research Programme (1.3) and existing activities in the county, develop the 'Work-Ready' skills agenda for Cumbria and obtain from all relevant agencies and providers.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 2.3	Delivery of the STEM Centre and programme	Establishing a base for the STEM (Science, Technology, Engineering and Maths) programme and enhance current activities to raise enthusiasm and awareness amongst young people.	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 3.1	Delivery of the 14-19 Agenda	Support delivery of the 14-19, lead by the Cumbria 14-19 Strategic Partnership	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 5.1	University of Cumbria – Strategic Development	Ongoing programme to develop capacity and infrastructure	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 5.2	ENERGY COAST - National Nuclear Skills Academy	Deliver National Nuclear Skills Academy and Nuclear Academy North West	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 5.3	Eden Skills Centre	Development of Penrith Hub / 3 Spoke approach to provide FE provision to rural areas	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland

	EES 5.4	Carlisle College - A 14-19 Centre for Carlisle	Implementation of emerging programme	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 5.5	Furness College Redevelopment Programme	Implementation of Campus Redevelopment Programme	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 5.6	Schools for the Future / Academies Programme	Ensure delivery of Schools for the Future programme in Cumbria; Support current proposals for academies, investigate potential future proposals	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 5.7	ENERGY COAST – Dalton Institute and Westlakes Research Institute	Deliver Dalton Institute and ensure ongoing development of Westlakes Research Institute at Westlakes Science Park, providing world-class teaching and laboratory facilities	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 5.8	ENERGY COAST – National Nuclear Laboratory	Establish headquarters in West Cumbria	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 5.9	ENERGY COAST – Building Schools for the future and academies programme	Feasibility / Bring forward programme	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland

	EES 5.10	Brewery Arts Centre	Development of Creative Campus	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 5.11	National Academy for Skills - Outdoor	Development of the national headquarters at Newton Rigg	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 5.12	Cumbrian 5-Star Hotel Development	A new five star hotel at a suitable location in Cumbria dependent upon the implicit agreement of the operator to work with the University of Cumbria and FE Colleges to act as a training centre and centre of excellence.	Location not confirmed yet					
	EES 5.13	English Centre for the Outdoors	Develop an outdoor centre of practical excellence to rival Coed-Y-Brenin and Fort William	Location not confirmed yet					
	EES 6.1	ENERGY COAST – Nuclear Skills	Skills development Programme for Sellafield and Supply Chain Workers	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland
	EES 9.3	Provide a variety of support programmes to enable workless people to progress into employment	Work with various business support agencies to ensure full range of programmes to ensure worklessness is reduced	Allerdale	Carlisle	Copeland	Eden	Furness	South Lakeland