

Hertfordshire Skills and Employment Strategy

2021-24



Stakeholder engagement webinar

Thursday 25 February, 1-2:30pm

In partnership with

Hertfordshire
Local Enterprise
Partnership



Department
for Work &
Pensions



Welcome

Adrian Hawkins OBE
Hertfordshire LEP
Chairman of the Skills and
Employment Board



Agenda

1.00 – 1.05 Welcome – Adrian Hawkins, OBE – Chair of the Skills and Employment Board

1.05 – 1.15 Keynote - Cllr Terry Douris, Executive Member, Education, Libraries & Localism

1.15 – 1.20 Voice of the Young – Q&A with Lucy Childs - Apprentice

1.20 – 1.55 Break-out rooms

1.55 – 2.10 Main room – feedback on 3 key priorities for each theme

2.10 – 2.25 Q&A Panel

2.25 – 2.30 Next Steps

Our Themes

Unlocking emerging talent – support for young people age 14 – 24

Lead - Mark Lewis, Head Teacher of The Thomas Alleyne Academy

Scribe – Andy Manson, YCH Head of Services for Young People

Adult learning and employment – working towards lifelong learning and full employment

Lead - Lynsi Hayward-Smith CBE, Chair of Hertfordshire Adult and Family Learning Service (HAFLS)

Scribe - Chantal Lommel, Head of Service for HAFLS

Skills to grow small and medium size businesses

Lead – Julie Newlan MBE, Pro Vice-Chancellor of University of Hertfordshire

Scribe – Richard Hall, Head of Resourcing, Hertfordshire Council Council

Priority and growth sectors – harnessing the opportunities and investing in skills of the future.

Lead – Neil Hayes, LEP Chief Executive

Scribe – Caroline Cartwright, LEP Skills Lead

Placemaking – opportunities arising from Hertfordshire’s internal geographies and proximity to London and the Oxford/Cambridge arc

Lead - Cllr Linda Haysey, Leader of East Herts District Council

Scribe – Norman Jennings, LEP Operations Director

Cross Cutting Priorities

- Enhancing digital skills
- Supporting Hertfordshire's Net Zero Future
- Social Mobility and inclusivity

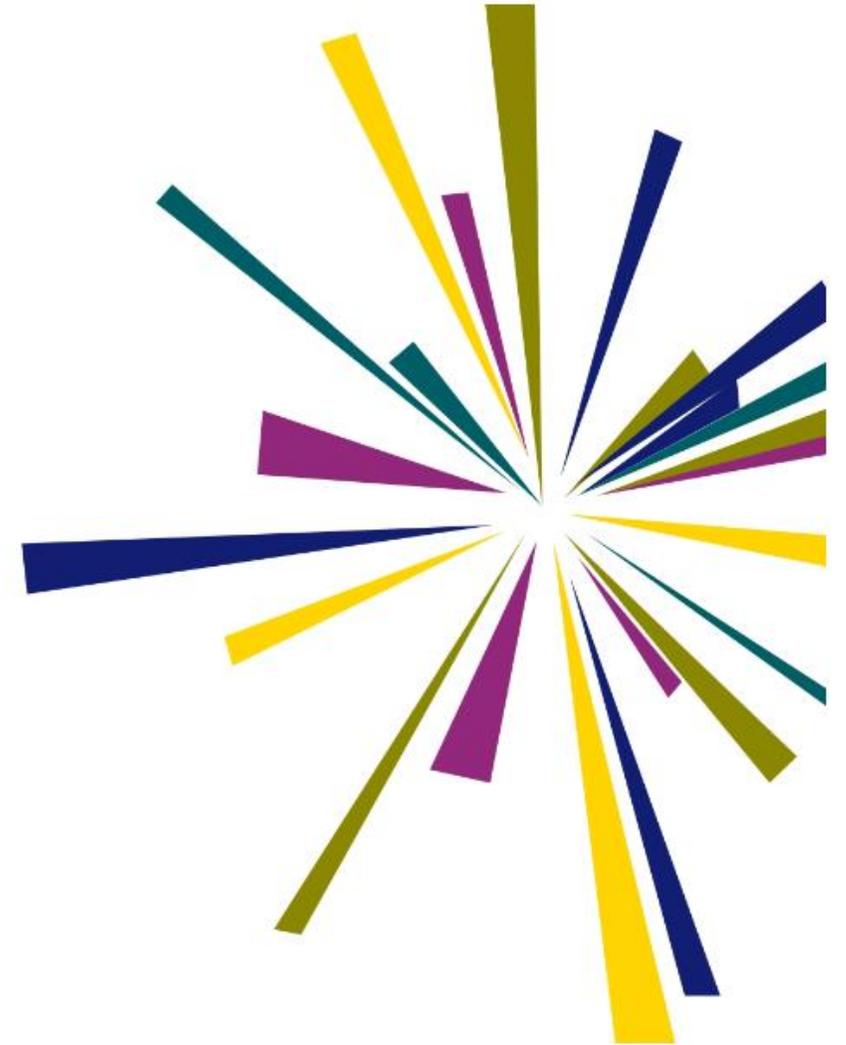
Further priorities

COVID-19 Recovery and Renewal

The impact and opportunities of the EU Transition

Keynote

Cllr Terry Douris, Executive
Member, Education,
Libraries & Localism



Voice of the Young

Q&A with Lucy Childs,
Apprentice



Breakout Rooms



Breakout room format

- Overview of the theme
- Current situation
- Positive impact stories
- Group discussion
- Summarise 3 key priorities
- Pledge: what can my organisation do to support the delivery of the Hertfordshire Skills and Employment Strategy?

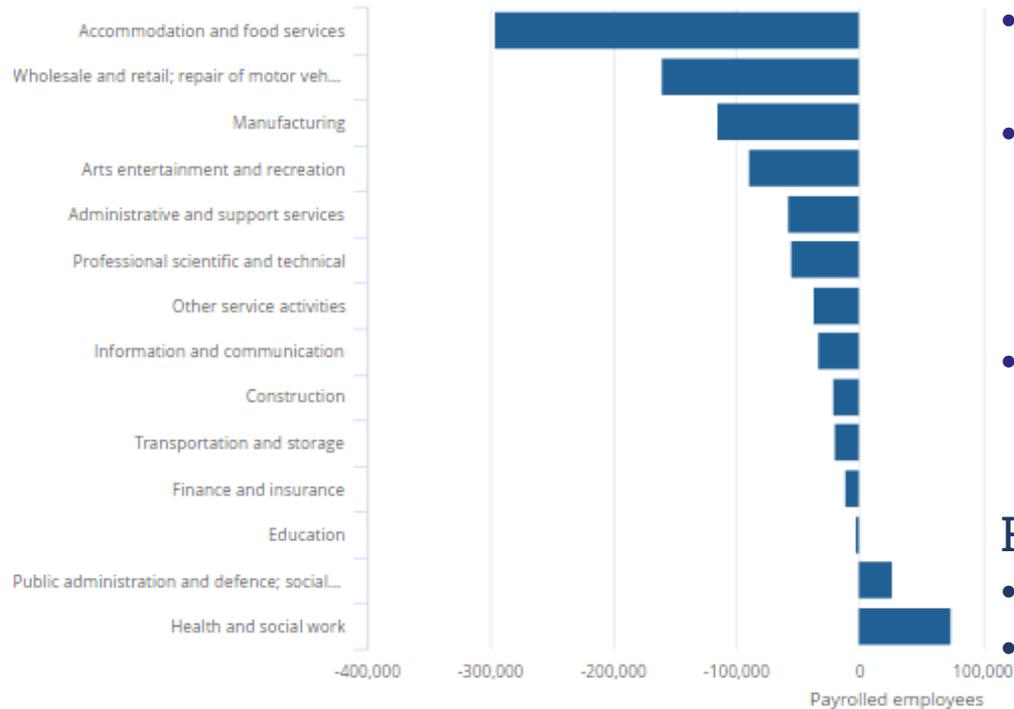
Sectors





Sector Challenges

Payrolled employees, absolute change on February 2020, seasonally
adjusted, UK, November 2020



National

- 819,000 fewer payrolled employees in the UK since February 2020.
- 297,000 (36%) attributed to employees working in the accommodation and food services sector;
- 160,000 (20%) in the wholesale and retail sector

Hertfordshire

- 72,000 on furlough
- 37,000 unemployed

Source: HM Revenue and Customs – Pay As You Earn Real Time

Growth Sectors (Current & Anticipated)

- Life Sciences (Cell & Gene therapies)
- Creative Industries (Film & TV)
- Enviro-tech (MMC)
- ICT – (AI & logistics, Fintech)
- Advanced Manufacturing (space)
- Health & Care

A broad base for development

Sector Plans



Positive Impact: Developing our growth sectors – Smart Construction

Herts IQ aims to create an internationally recognised employment zone for green businesses. Expected to deliver 8,000 new jobs for the local community, adoption of sustainable travel solutions, improved digital connectivity and the provision of skilled jobs and career opportunities for future generations with a specific focus on the smart construction sector.



Herts IQ Maylands Sites Map 2020



Helping to evolve the local skills and education landscape to support sustainable future employment for Hertfordshire residents in target growth sectors is key to the long term success of Herts IQ.



Possible discussion points

Do you agree with the analysis and sector approach? What's missing?

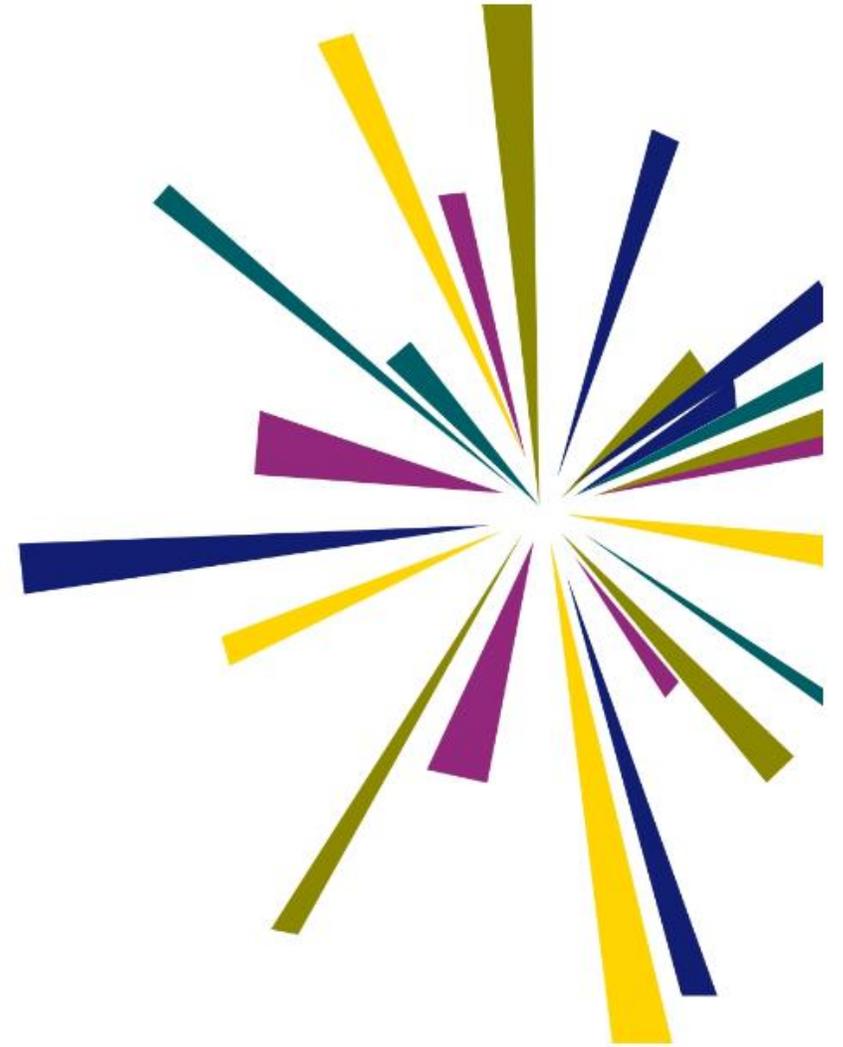
How do we seek to transition the current and future workforce from sectors in decline to ones that are likely to grow? How do we balance competing needs on resources?

How do we engage young people seeking career opportunities and residents looking to retrain to consider careers in our high growth sectors? Likewise employers looking for skilled employees?

How do we factor in the changes to the way people are working & learning – e.g. remote working, less commuting etc.?

What are the THREE priorities the group want the strategy to focus on? Including key actions and lead organisations

Young People



Unlocking Emerging Talent

MARK LEWIS – HEADTEACHER OF THE THOMAS ALLEYNE
ACADEMY

The Theme

Supporting young people in the transition from education to employment by enabling their access to impartial advice and guidance and encounters with employers to ensure informed career decisions.

Current Situation

- Strong performance in Hertfordshire.
- Positive progression to post-16 and post-18 destinations
- Impact of Covid-19:
 - Learning and development
 - Mental health and wellbeing
 - Careers and information, advice and guidance



Positive Impact – STEM Discovery Centre



School visit to the STEM Discovery Centre



View of the Mars Yard from the STEM Discovery Centre



Open Discussion



Developing our priorities

What 3 priorities should be included within this theme? In your response include:

- The issue
- The action needed
- How the action can be delivered and by who?

The pledge

What can my organisation do to support the delivery of this theme? Provide 2 examples to feedback



Possible discussion points

How can we increase the number of young people in education, training or employment? With a particular focus on vulnerable groups including young people on a Care Plan, ex-offenders, with LDD?

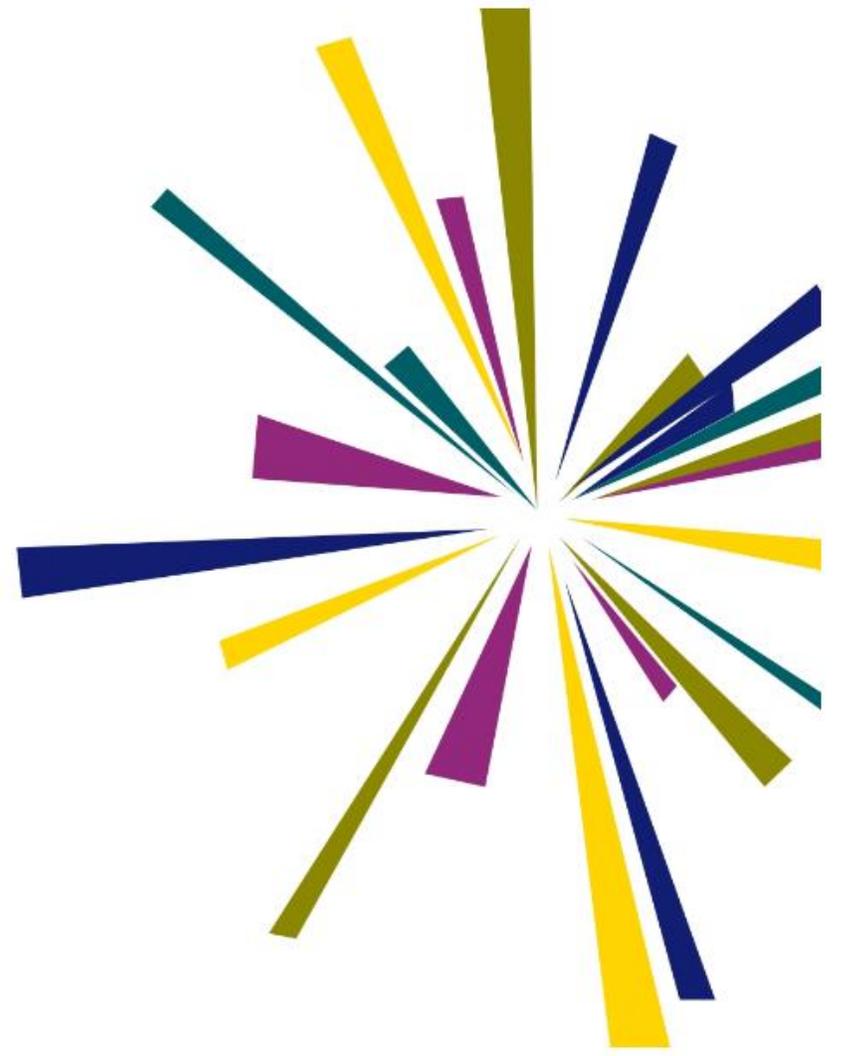
How can we encourage young people to take the technical pathway (apprenticeships, t-levels, traineeships) if it fits within their career ambitions?

How can we work with employers to enable them increase the amount of opportunities for young people to experience the world of work?

How can we support our young people with their mental health & wellbeing and avoid the worrying increase in anxiety levels?

How we provide a focused programme of support for our Class of 2020-21 who have been adversely affected by the pandemic?

Adults



Adults – working towards full employment and lifelong learning

LYNSI HAYWARD-SMITH CBE

Chair of

Hertfordshire Adult and Family Learning Service Board



Adults – working towards full employment and lifelong learning

The Theme

*Supporting **vulnerable** adults into employment*

*Increasing the **available** workforce*

*Enabling adults to adopt a **culture of lifelong learning**.*

*Ensuring measures are in place to **support adults to retrain for advanced and higher technical skilled jobs**.*



Current Situation

- Benefit Claimant count is at an **18 year high**.
- Due to COVID-19, many will need to seek **new and different** jobs and to apply their skills in new ways for different employers – all of which signals upheaval, anxiety and uncertainty.
- Lower skilled adults are **especially vulnerable**: more likely to become less employable.

Key Statistics

- **An additional 23,860 UCS** benefit claimants (equivalent to the population of Rickmansworth) have been added to unemployment registers since the start of 2020.
- 9 out of 10 employees will need to re-skill / upskill **by 2030**



Current Situation

- Literacy, numeracy, digital, financial capability, health literacy and citizenship are **central** to people's job and career prospects.
- People who don't have good essential skills are likely to face difficulties in **finding and sustaining** jobs.
- Without confidence in basic English/ maths/digital skills, individuals at work may struggle with day to day tasks or be unable **or reluctant to adapt to new ways** of working.



Other Statistics

- 9 million adults of working age having **low literacy or numeracy** skills or both (more than a quarter of adults aged 16-65) – of which more than 5 million adults are in work.
- More than 850,000 people say they **cannot speak English** well or at all.
- Around **one in ten** of all university students in England have numeracy or literacy levels below level 2.5 (AS level)



Disabilities statistics

Pre-covid <30% of people with MH issues are employed.

Pre-covid 51.3% of people with disabilities were in employment (vs 81.4% for people without a disability)

63% of disabled male and 67% of disabled female have had their employment affected as a result of the COVID-19 outbreak, compared to 43% and 50% of non-disabled workers respectively.

c. half of employers recently declared that they are less likely to employ people with disabilities

27% of disabled workers face redundancy due to COVID - 48% of those who are "shielding"



Current Situation

- The Coronavirus pandemic highlights that people who don't have good essential skills are likely to face **difficulties in finding and sustaining jobs**.
- Many people, from store managers to delivery drivers, **do not see a need** to learn new skills, despite the opportunities they provide.
- This **lack of awareness** about the need for training is particularly acute amongst workers in occupations that are very likely to experience large changes due to digitalisation.

Other Statistics

- **13 million of adults have low digital skills** - That includes being unable to undertake basic activities.
- Around half of adults lack the basic skills to **effectively** use computers in the workplace.
- The government estimates that 90% of all jobs will require some element of digital skills **by 2040**



Low literacy

Low numeracy

Low digital

Mental Health

Sensory Impairments

Physical disabilities



POVERTY

Carers and single parents

Chronic Illness

Ex-offenders

Homelessness

Neurodiverse conditions

Intervention in Herts

- Upskilling level 2 and Level 3 – colleges, community learning and independent providers
- Apprenticeships offer across all adult education providers
- ESIF-funded projects e.g. BBO, Work Routes
- DWP-funded projects e.g. KickStart, JETs,
- Disability Employment Advisors e.g. JCP, Work Solutions

Positive Impact – Building Better Opportunities

The project provides Hertfordshire residents with intensive support to enable them to move forward, including:

- 1 to 1 mentoring with a personalised plan
- help and support to achieve positive outcomes e.g. starting a job or going to college, learning new skills,
- through volunteering or work placements
- a range of short 1 to 1 or group activities including horticulture, crafts and dealing with anxiety





Open Discussion



Developing our priorities

What 3 priorities should be included within this theme? In your response include:

- The issue
- The action needed
- How the action can be delivered and by who?

The pledge

What can my organisation do to support the delivery of this theme?
Provide 2 examples to feedback



Possible discussion points



How do we understand and align the re-training required to enable **all adult** residents to find employment within **growth** sectors incorporating needs such as digital, effects of automation?

How can we provide **intensive support for our most vulnerable** and move them closer to the labour market?

How can we further **promote technical education**, such as Apprenticeships as a method to enable re-training, upskilling and progression?

How can we **enhance all opportunities for lifelong learning**? Improve basic skills access within adult population including digital, English, maths and ESOL and ensuring adults can access IAG?



Places



PLACEMAKING

Opportunities arising from Hertfordshire's internal geographies, proximity to London and the Oxford/Cambridge arc

LINDA HAYSEY – LEADER OF EAST HERTS DISTRICT COUNCIL

The Theme

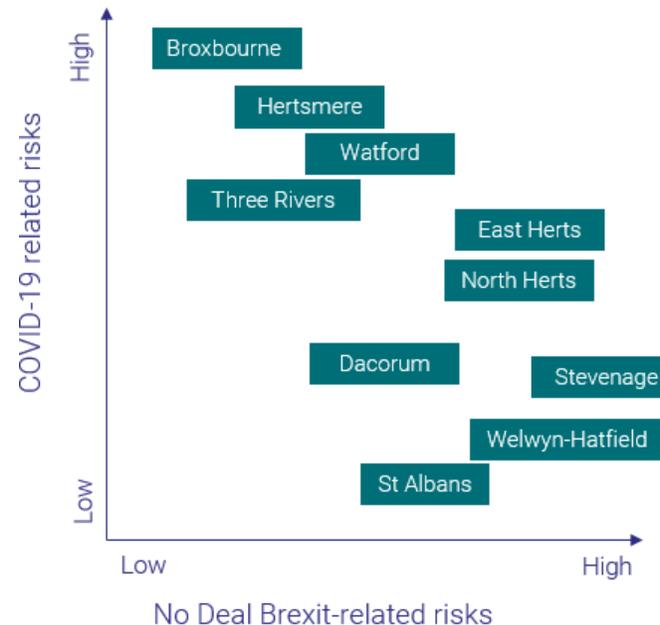
Fully understand the impact on Hertfordshire's productivity as a result of our county being a net exporter of highly skilled employees and a net importer of low-skilled employees. Seize the opportunity of our position in the Golden Triangle of London, Oxford and Cambridge. Optimize the assets of our internal geographies including Herts IQ (Hemel), the science corridor (Stevenage, Welwyn and Hatfield), the creative cluster (South West of Hertfordshire) and Innovation Corridor covering East Herts and the Harlow & Gilston Garden Community.

Support for our places most affected by the pandemic.



Current Situation

- Different places are facing a different mix of risks.
- Both Watford and Broxbourne have claimant rates that are worse than the national average.
- Historically, Hertfordshire is a net exporter of highly skilled employees and a net importer of lower-skilled employees. Workplace earnings are 7% less than resident based earnings suggesting that residents travel out of the county for higher salaries.



Area	Total Claimants			Claimants as a proportion of residents aged 16 - 64		
	September 2020	October 2020	November 2020	September 2020	October 2020	November 2020
Watford	4,225	4,090	4,255	6.8	6.6	6.8
Broxbourne	3,930	3,865	3,915	6.6	6.4	6.5
England	2,262,510	2,188,335	2,248,430	6.4	6.2	6.4
United Kingdom	2,656,115	2,565,320	2,631,280	6.4	6.1	6.3
Hertsmere	3,685	3,515	3,645	5.8	5.6	5.8
Stevenage	3,400	3,235	3,260	6.1	5.8	5.8
Dacorum	5,005	4,830	4,925	5.2	5.0	5.1
Hertfordshire	38,045	36,410	37,495	5.1	4.9	5.1
Three Rivers	2,745	2,590	2,670	4.8	4.5	4.7
Welwyn Hatfield	3,735	3,620	3,770	4.6	4.5	4.7
North Hertfordshire	3,765	3,540	3,705	4.6	4.3	4.5
East Hertfordshire	3,845	3,550	3,780	4.1	3.8	4.1
St Albans	3,710	3,570	3,575	4.1	4.0	4.0



Positive Impact: The Innovation Corridor

Connecting ideas, talent and enterprise

Home to a burgeoning population and vibrant economy, this is Britain's fastest growing region. Ideas, commerce, progress – these are the building blocks on which the UK's pioneering heartland are built upon. Because where innovation thrives, people thrive.

Within the corridor is the Harlow & Gilston Garden Town providing an exciting growth opportunity. The project will create exciting new communities support regeneration of the Town Centre and provide fantastic new job opportunities.





Open Discussion



Developing our priorities

What 3 priorities should be included within this theme? In your response include:

- The issue
- The action needed
- How the action can be delivered and by who?

Example

Issue – Hertfordshire is a net-exporter of highly skilled talent

Action – Encourage our Hertfordshire residents to work in the county

How – Working with LAs, HCC and the LEP, review communications, campaigns and methods of encouraging residents to work within priority and large employment sectors within our county

The pledge

What can my organisation do to support the delivery of this theme? Provide 2 examples to feedback

Possible discussion points

How do we seek to fully understand the skills needs, supply and demand within our places? How can we ensure alignment of the Skills and Employment Strategy with local delivery plans?

How can we address equality of opportunity in our places?

How can we make the most of our internal places – i.e. film & media in SW Herts, the Science based cluster in the A1 (M) Corridor?

What support is needed for our most affected districts of the pandemic?

Can we, as a county, think ahead to help identify potential locations for emerging industries (i.e. life sciences in Stevenage) to progress to development and manufacturer? For example new industrial potential in East Hemel?

The transport routes across the County are difficult - how can we help young people/residents to travel to encourage them to seek apprenticeships and jobs?

Employers



Skills to grow SMEs

JULIE NEWLAN – PRO-VICE CHANCELLOR OF THE UNIVERSITY OF
HERTFORDSHIRE

The Theme

*Providing targeted support to SMEs and their workforce and improving the matching of skills to business needs in order to sustain economic growth.
Enabling our employers to seize the opportunity to build their future workforce through implementing work-based learning programmes including Apprenticeships, Traineeships, T Levels and Technical qualifications.*



Key Statistics

Current Situation

“The Government’s Skills for Jobs White Paper puts employers first and provides the framework and financial commitment to make post-16 skills provision work. The Skills Strategy has a vital role to play by spearheading skills programmes in our regions that specifically meet the needs of local business”

- 60% of employers say they have one or more skills gaps in their organisation
- 86% of employers likely to take action to upskill staff in the next 12 months
- 70% likely to engage with external training providers to upskill their staff in the next 12 months
- 47% of employers were considering taking an apprentice in the near future but there are widespread reservations to overcome
 - candidate quality
 - reassuring employers who have had a poor previous experience
 - Complexity of system
- 17% of employers likely to support employees to undertake a higher qualification in the next three years – however cost is a significant barrier

Source: Hertfordshire Employment, Skills and Enterprise Review, Winning Moves, November 2020



Positive Impact: Apprenticeship Levy Transfer

Levy transfer enables the re-focusing of funds to those sectors and communities in Herts where we know apprenticeship programmes provide a very effective skills development and recruitment tool.

Together Training and the University have a long standing working relationship - taking this partnership further the University has recently transferred some of their apprenticeship levy to a local SME, JHP Electrical, enabling them to fully fund two members of staff to attend Together Training's Leadership and Management apprenticeship programmes.

How can we maximise the opportunities of apprenticeship levy transfer with large organisations supporting their supply chain and SMEs to access talent?





Open Discussion



Developing our priorities

What 3 priorities should be included within this theme? In your response include:

- The issue
- The action needed
- How the action can be delivered and by who?

Example

Issue – employers find the skills and employment landscape complex and are not engaging with the full breadth of support available

Action – provide employers access to one central and easy to use resource for skills, recruitment and apprenticeship provision within the county

How – Utilise HOP and other business intermediary platforms to provide clear information and signposting for employers including case studies, step-by-step guides, contact details

The pledge

What can my organisation do to support the delivery of this theme? Provide 2 examples to feedback

Possible discussion points

How do we support our SMEs to engage easily and effectively with our young people to enable them to build their future talent pipeline and also offer young people much needed work experience to enable them to make informed career decisions?

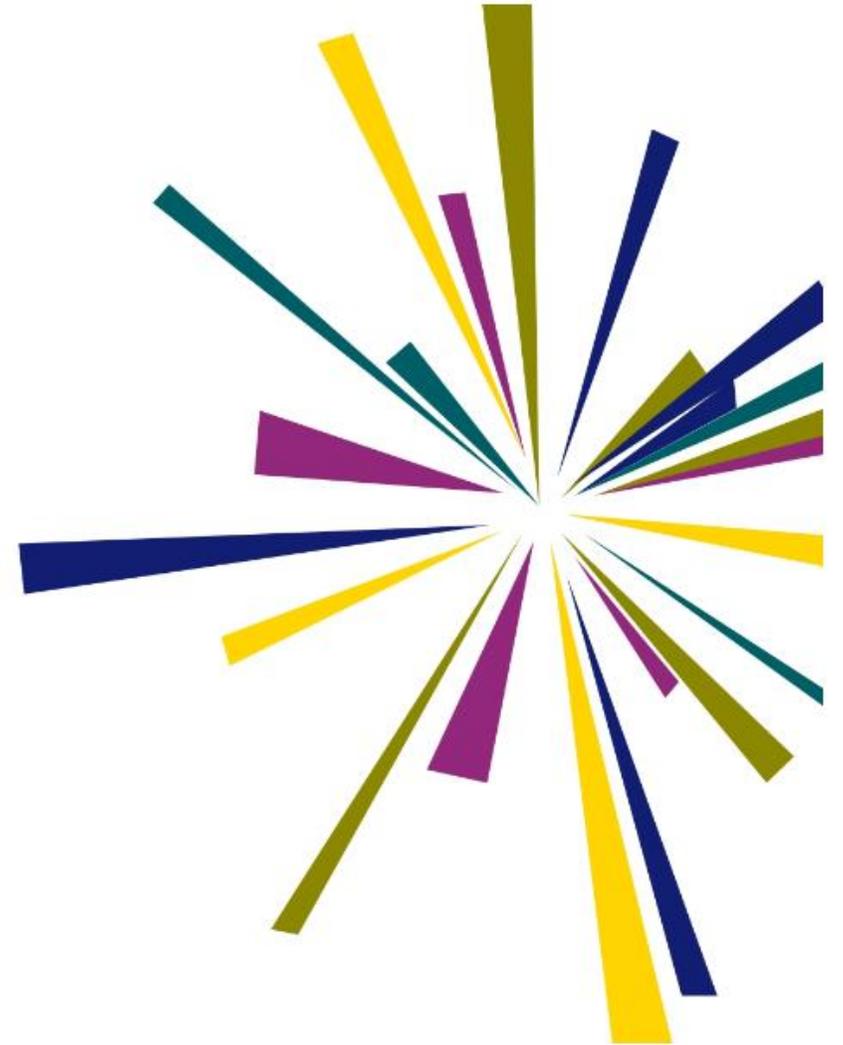
How can we encourage our employers to recruit our most vulnerable adults such as individuals with disabilities, ex-offenders, learning needs?

How can we further promote technical education to employers, such as Apprenticeships as a method to enable re-training, upskilling and progression?

How can we encourage employers to invest in higher-level skills and start planning for skills for the future – digital, automation?

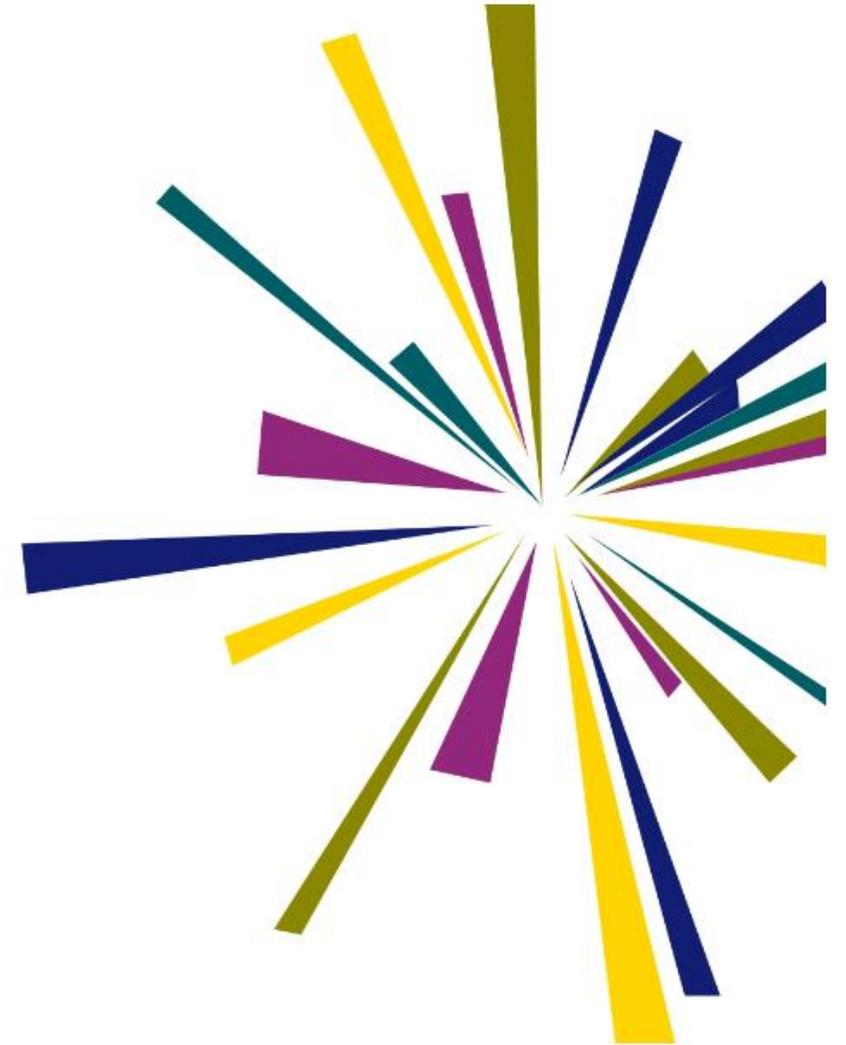
How can we provide support to SMEs to enable them to effectively assess their current and future skills needs and then signpost them to the most appropriate support and funding?

Feedback on Themes



Q&A

Facilitated by Adrian Hawkins OBE



Next steps and close

- Complete our [survey](#) which will be closing on the 5th March
- The Skills and Employment Strategy will be drafted in March ready for publication in May
- Any questions or comments please email caroline.cartwright@hertfordshirelep.co.uk
- Thank you for your time.