Luton’s Skills and Employability Strategy: 2012

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Luton Borough Council

in partnership with

Contact:
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The Skills and Employability Strategy is needed to drive forward substantial change in Luton – to move Luton from one of the worst performing areas into an area making best use of its assets where local people prosper. It aims to cover pre and working-age young people and adults spanning the skills needs from school into adulthood and work.

The strategy is being launched at a time of change. For example, Business Link, the National Apprenticeship Service and the National Careers Service have all changed the way they operate. Some training that was previously free now requires an employer or learner contribution. The strategy has to cope with these changes, some of which are taking place now and some of which are yet to happen.

Therefore the strategy is formed of high-level statements that can reasonably be expected to remain valid for say, up to five years, and annual action plans that reflect the changing circumstances.

The strategy has been written by Luton Borough Council in partnership with the Luton Forum. Partners, stakeholders, schools, the voluntary and community sector and the Luton community support the strategy and are committed to the delivery of the action plans arising from it.

Foreward

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Section 1 - Introduction

The evidence
In 2010, a Local Economic Assessment was produced. It examined the evidence available on Luton’s economy and was supported by our partners at a stakeholder day in August 2010.

Some key skills facts are:
• Luton’s skills lag behind the region and Great Britain, with a wider gap in 2008 and 2009, and some improvement in 2010
• 20,000 people have no skills
• Qualifications at NVQ 4 and above are 10% below the GB average
• Number of people with other qualifications are 5% above the national average
• Higher skilled staff are more likely to be from outside Luton

(Source: Local Economic Assessment, 2010)

Some key employment facts are:
• Luton’s unemployment rate is 9.2% compared with 7.7% for the UK. June 2011
• Luton’s economic inactivity rate is 27.9% compared with 23.8% for the UK. June 2011

(Source: Nomisweb)

Some key facts regarding young people are
• Luton’s rate for 16-18 Not in Education, Employment and Training is 6.5% (Nov 2009 - Jan 2010), compared to the national average of 6.0%
• Participation in learning has risen sharply for Luton residents aged 16 and 17
• Participation in apprenticeships has shown a rise of 15% between 2008/9 and 2009/10

(Source: Local Statement of Need, 2011)

Luton’s skills base is low. The Local Economic Assessment 2010 stated:
Young people growing up in Luton are within a culture where, of Luton residents aged 19 to retirement, one in 6 had no qualifications, placing Luton as 54th worst of 326 English districts. Four out of 10 had no qualification over level 2 (17th worst of 326) and eight out of 10 had no qualification at level 4 or above (30th worst out of 326).

Luton Local Economic Assessment. 2010
Luton’s Local Statement of Need for 16-19 years 2011 stated:

This gives a significant challenge for Luton, not only in raising skill levels, but also in changing attitudes to learning and skills. Certain groups of young people in Luton are growing up in families where there is a culture of low skills and low aspirations. (16-19 Statement of Need 2011 – Context)

Nationally, employers are saying the main factors frustrating jobs growth are:

• candidates lack the right set of skills (50%)
• cuts in public sector funding (44%)
• skills gap or shortage (40%)

(Labour Market Outlook, 2011, KPMG)

Context

Changes to careers guidance

Under the Education Act 2011 schools have been given a duty from September 2012 to secure access to independent and impartial careers guidance for years 9-11 pupils. Schools are now being asked by the Department for Education to meet the costs of provision from their overall budgets, including the pupil premium, and academies will also be subject to the same requirements through their funding agreements.

The statutory requirement to provide careers education in secondary education (11-16 year olds) and the requirement for secondary schools to provide work related learning, which includes work experience, during key stage 4 (for 15-16 year olds) are being removed from September 2012. Educational Institutions will decide on what careers education activities will enable their students to acquire the foundation knowledge and skills they need to be prepared for their transition to adult life. Schools will be accountable for how they prepare students to progress into their ‘destinations’ at 16 and 18 by the publication of individual school’s destinations data.

The Department for Education launched a National Careers Service in April 2012 which is an adult focused service consisting of IAG [Information, Advice and Guidance] services for various priority groups, a website with careers information and resources, and a helpline service. The National Careers Service will continue to fund a network of public, private and voluntary sector organisations to provide face to face guidance for adults. Funding will only be given for face to face access for priority groups.

Business Link will continue to exist in the form of website provision backed up by a telephone helpline. One to one provision and courses ceased from November 2011.

Educational Maintenance Allowance has ceased. The 16-19 Bursary has been introduced which has a smaller budget.

Bedfordshire Business Survey 2011 conducted in June 2011 provided information on employer needs. About 6% of Luton businesses do employ apprentices, but a third of those who don’t would consider taking one on. Businesses were reporting hard to fill vacancies in the months up to the survey. A final report was produced to demonstrate the findings and which can be seen on the Luton Borough Council website.

The National Apprenticeship Service has changed the way it works so large employers are supported directly, with SMEs (small and medium sized enterprises) being able to access information and support via their website and telephone helpline. There has been a Government announcement of an incentive payment of up to £1,500 for small businesses to take on a young apprentice.

There are changes in the way the Skills Funding Agency allocates funding to colleges and training organisations. Recipients of the funding have discretion over expenditure to meet the needs of local communities and businesses.

The agency produces a funding structure for training, where people who are unemployed and on active benefits are fully funded and for others the amount of funding is dependent on learner characteristics, for example age and the type of learning being undertaken. In particular, it means people in employment have to pay for ESOL [English for speakers of other languages].

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Investment in Luton

The amount of investment in Luton for skills, training and initiatives to reduce unemployment is considerable.

Schools

The Young People’s Learning Agency funds learning opportunities for 16-19 year olds, learning and support for academies, and learning and support for young learners.

The Skills Funding Agency funds a range of activities: adult safeguarded learning; apprenticeships; European Social Fund; learner support; learners with learning difficulties and disabilities; lifelong learning account; national careers service; offender learning and skills service; provision for the unemployed, and skills for life.

The Government has increased the amount of funding for apprenticeships and recently has announced a £250 million pilot to give employers power over skills training. This will be a competitive fund that employers can bid for to work together with other businesses and their supply chains, sectors or localities to develop the skills they need.

The Department for Work and Pensions funds Jobcentre Plus and programmes to help the unemployed into work which fall into four categories:

- in employment/offers for employers
- facing redundancy
- unemployed/pre-work programme
- work programme, including the European Social Fund funded families
- clients with multiple problems.

European Social Fund is distributed via co-financing organisations. Co-financing organisations covering Luton are: the Department for Work and Pensions, the Skills Funding Agency and Luton Borough Council. It has two priorities:

- extending employment opportunities
- developing a skilled and adaptable workforce.

This Strategy is being launched at a time of change, for example, Business Link, the National Apprenticeship Service and the National Careers Service have all changed the way they operate. Funding for training has altered so that there are more contributions from learners and employers. Raising the participation age increases the importance of information, advice and guidance.
Section 2 – Principles for the strategy

Approach
The Skills and Employability Strategy will provide strategic leadership for Luton. It will consist of high level priorities for action across the ages that involve all partners contributing, collaborating and delivering in order to achieve the vision.

The Skills and Employability Strategy is an all-age strategy. The reason for this is the recognition that actions and skills learned while at school affect a person’s employability throughout life. Therefore by including young people, the strategy will address the skills and employability issues in their entirety.

Consideration was given as to whether this should be a skills strategy alone. As skills and employability are so closely interlinked it was concluded that this should be a skills and employability strategy.

For skill, we mean the ability to do something well, competence arising from training or experience.

For employability, we mean the abilities, knowledge and mindset to acquire employment, maintain employment, and change employment throughout life. This may include self-employment, enterprise or social enterprise.

Improvement will be for Luton as a whole, its residents, its businesses, and the people who have yet to come to Luton.

Therefore the scope of the strategy is to bring together schools, employers, training providers and stakeholders, including the Voluntary and Community Sector, to link up networks, partnerships and programmes that increase skills and reduce unemployment in Luton.

Methodology
This strategy is for Luton. Luton Borough Council is committed to improving the wellbeing of Luton, and for this reason has committed resources to producing the strategy. However, Luton Borough Council’s role is one of leadership, co-ordination and influence.

The methodology used has been to discuss the direction and vision for the strategy at the Economy, Innovation and Enterprise Group of the Luton Forum. Using the evidence we already had, discussion groups were held on the nine topic areas covered by the strategy. From this wealth of information analysis took the form of extracting the aspirations, challenges and possible actions identified by the participants. Drawing on the evidence and the results of the discussion groups, the resulting draft strategy was put out to public consultation.

This strategy brings together all this work into a clear vision, a set of strategic objectives, which form a framework for annual action plans. The action plans will be delivered by all partners and measured not only against activity but also the effect on the skills and employability indicators for Luton.

All stakeholders have worked in partnership to develop the strategy and will continue to work in partnership to deliver the strategy.
The vision for this strategy is:
Luton will have a skilled workforce, creating better opportunities and supporting a vibrant business economy.

This includes developing a culture of aspiration and high achievement that provides the skills for the sustained development of the Luton economy and improves the life chances of all residents.

This Skills and Employability Strategy will encourage employers and individuals to take joint responsibility for up-skilling Luton’s workforce.

From this vision, there are six specific aims:

- to increase engagement in participation in learning and employment
- to reduce the number of people with no qualifications and increase Luton’s qualification levels at NVQ Level 1, NVQ Level 2, NVQ Level 3 and NVQ Level 4
- to increase the number of apprenticeships being undertaken in Luton
- to ensure the skills and qualification requirements of Luton’s specialist sectors and high-growth businesses can be met within the local population
- to reduce unemployment and worklessness levels in Luton
- to increase employers’ involvement in offering and understanding training.
Section 4 Strategic objectives

The role of this strategy is to provide high level objectives supported by flexible annual action plans that can be changed as Luton’s situation changes.

Luton Borough Council is acting as a facilitator and enabler, holding the strategy and calling partners to support the strategy and deliver actions

The strategic objectives are:

• To work in partnership to deliver the strategy
• To have relevant and up-to-date skills and employability information
• To facilitate the co-ordination of provision
• To undertake sector based activity
• To ensure alignment with related strategies.

Each section covers:

Evidence: this covers a few essential facts where available. More detailed evidence is contained within separate documents: The Local Statement of Need (for 16-19 years) and the Local Economic Assessment (for adults).

Consultation: discussion groups were held covering a number of topics. The organisations that contributed to the discussion are shown at Appendix B. The analysis of the discussion groups are shown in Appendices C and D in the form of aspirations, challenges and possible actions. Appendix C shows the analysis by topic. Appendix D is an alternative display of the analysis, categorising the statements by the group of people to whom they are most relevant. The groups are: individuals and families, schools, employers and providers.

A business breakfast was held on 22 November 2011, and the results of this are shown at Appendix E.

Separate meetings were held with key stakeholders and their comments have been fed through into the strategy.

Priorities for action: these are broad headings to give structure to the detailed annual action plans.

Strategic objective 1: to work in partnership to deliver the strategy

Working in partnership is an overarching strategic objective as the successful delivery of the strategy depends on partnership working on all the strategic objectives and priorities for action.

Evidence

From previous work as part of the local strategic partnership and delivering the Local Area Agreement, the majority of stakeholders have been involved in some partnership working. There are examples where this has worked well and achieved results that would not have been possible from one organisation.

Consultation

The discussion groups mentioned linking between organisations, including:

• schools and employer linkages
• employers and the National Apprenticeship Service
• training providers and community groups
• training providers and employers
• we need local people to get to higher levels and raise educational levels. We need to do it collaboratively. What can we do?
• we need co-ordination between IAG [Information, Advice and Guidance], work experience and apprenticeships. Stakeholders want to contribute by developing ways of being co-ordinated. The problem is deep seated. It is not the same amount of money. There are some areas of duplication and waste.
• volunteering has getting people into work as one of its key objectives. There is a network of volunteer co-ordinators.

Businesses said:

• need to cultivate the right attitude
• long term investment requires the right candidates
• require good level of customer service, presentation and English skills
• training schemes are available but funding and time are of concern.
Priorities for action

**Working in partnership - priority 1**

We need to bring stakeholders together so that relevant organisations are kept up to date with current needs and provision available in order that we can make links with each others provision, and respond quickly to changing situations.

This action includes the work to be undertaken for all the strategic objectives. It may be useful to consider the aspirations, challenges and possible actions set out in Appendix D, by individuals and families, schools, employers and providers.

**Working in partnership - priority 2**

To agree jointly to support local events such as: skills and enterprise fairs, job fairs, higher education fairs, enterprise events and national initiatives that benefit Luton such as Enterprise Week, Apprenticeship Week, Apprenticeship Awards, Adult Learner Awards, Volunteering Week and online sector jobs fairs. To ensure there are 5 annual events: apprenticeships; jobs; higher education; skills; and a learning and development fair.

Luton may wish to host a Luton Skills Day to address careers advice or IAG [Information, Advice and Guidance] for students, adults, parents and families.

**Working in partnership - priority 3**

To join together in responding to Government changes in provision. For example, employers may be able to provide an in-kind contribution that will enable staff to undertake ESOL [English for speakers of other languages] training. Another example is the expectation that social enterprises will be able to deliver public sector contracts.

**Working in partnership - priority 4**

To seek out best practice and approaches taken by others with regard to partnership working on skills and employability.

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**Strategic objective 2: to have relevant and up to date skills and employability information**

Information that is accurate and up to date is key to improving Luton’s skills and better aligning them with career and job opportunities. It can be used by individuals and families in making career and life choices. The information can also be used by employers, agencies and providers to help with decisions on training and employment initiatives needed in Luton.

**Evidence**

Luton Borough Council has produced a Local Statement of Need for the 16-19 year age group. The Local Statement of Need sets out Luton’s performance on a range of issues, challenges faced and actions that can be taken forward to improve Luton’s performance.

Luton has a Local Economic Assessment agreed by partners in 2010, therefore the evidence within it needs updating.

**Consultation**

At the discussion groups we were told:

- there is a need for individuals and families to have information on what jobs there are now and expected in the future so young people and adults can make informed choices with regard to their education and training
- schools make use of labour market information for careers information and advice
- information on business needs can inform the actions of the strategy
- providers can feed information to the strategy on numbers of learners needing basic skills and/or ESOL

**Priorities for action**

**Skills and employability information - priority 1**

The first priority is to ensure there is a relevant, accessible and up to date evidence base available for use by all partners. For example, individuals, families and schools
may use the information with regards to choosing subjects to study, work experience and careers advice.

The aim is to provide a snapshot of Luton’s employment needs for now and into the future, skills and training needs, and employability activities. This will be able to act as a guide for the commissioners of training, skills and employability activities in Luton. The skills and employability evidence for Luton will help all partners to see the connection between delivery and the economy of Luton.

The skills and employability evidence for Luton may include:

- forecasting model for Luton showing which employment sectors are expected to create the most jobs
- employers employing the largest numbers of people (current)
- numbers of jobs available and the numbers of people seeking work
- match between the vacancies notified to Jobcentre Plus and the occupations sought by job seekers
- further education enrolments and achievements by occupation, supplied by the Skills Funding Agency
- apprenticeships framework vacancies and applications, supplied by the National Apprenticeship Service
- skills shortages and skills gaps, supplied from the Luton Business Survey
- Luton’s qualifications -- NVQ levels 1, 2, 3, 4, other and no qualifications
- numbers of Luton people undertaking and achieving apprenticeships, by age
- Luton’s employment rate
- provision for the unemployed such as Jobcentre Plus provision, local provision, The Work Programme, and DWP Families with Multiple Concerns.

Our current information on the above indicators is set out in the Evidence base (short version) at Appendix F.

**Skills and employability information - priority 2**

A priority for action is to investigate specific areas that appear to require action. Areas identified to date are:

- forecasting model – with careful use a forecasting model may be able to provide useful information
- investigate whether there is a difference between the settled community and the immigrant community (there is a relatively large proportion of people in Luton with ‘other’ qualifications)
- greater knowledge of those moving into Luton and those leaving Luton
- languages being learned in Luton that will have an effect on import and export, particularly the high growth and strong traditional markets
- aspirations – this involves checking out the Luton skills survey results of 2010 which showed Luton people did not feel the need for training, and also work with families who are experiencing inter-generational unemployment. Is it harder for children whose parents have never worked to break the pattern? How do we measure this? How do we address this?

**Evidence**

Co-ordination activities take place, where the knowledge of provision or the situation in Luton sits with one or more organisations. For example, a number of agencies can provide information on business advice available in Luton.

**Consultation**

**Discussion groups revealed:**

- some people felt employers were not able to go into schools to tell young people about their type of work or employability requirements
- one employer said they do go into schools but it is not early enough.
Businesses said:
• our company is willing to mentor other companies or individuals in electronic design or manufacturing
• that they would:
  • work with schools and colleges
  • work with Jobcentre Plus
  • be a mentor at various levels
  • mentor ESOL needs
  • provide apprenticeships.

Priorities for action

Co-ordination of provision - priority 1
To develop employer engagement to address the need for the co-ordination and easy access to a pool of employers who can provide a number of activities, for example:
• mentoring in schools
• mentoring adults
• work experience – any age
• information for especially young people deciding on their careers
• experience of apprenticeships
• forging links between schools and businesses, via school governors.

Co-ordination of provision - priority 2
There is a need to improve access to information, advice and guidance including careers advice and training provision. This could be social media or web-based information. Alternatively, this could be provided by a town centre Learning and Information Shop. This will enable residents of Luton to access information and plan a pathway to achieve their goals.

There is an aspiration to grow and develop the National Careers Service to be an all-age careers service with strong linkages and progression routes between the services available to young people at school and to young people and adults in work.

Related to this, information from the skills and employability evidence for Luton can be used to encourage the demonstration of achievement, widening from exam results/university, to other destinations such as apprenticeship, self-employment and job.

Co-ordination of provision - priority 3
With apprenticeships we need ambassadors from the employer side (see above) and also from the employee side. Ambassadors can spread the message about what is possible with apprenticeships and help to bust the myths. This work is in addition to the regular service provided by the National Apprenticeship Service.

Co-ordination of provision - priority 4
With regard to business start up or self-employment, we know there are a number of people who are giving advice e.g. accountants, solicitors, and bringing together a comprehensive list that is available to all will ensure that people will find the information easily. This information can be passed to the managed workspaces and industrial estates, so that it is available widely across Luton.

There is an opportunity to seek co-ordination of advice and support for people wanting to start a social enterprise. This will involve specialist input from the Voluntary and Community Sector.

Evidence
The Local Economic Assessment 2010 identified specialist sectors as: airport related; engineering (including automotive); aerospace; ICT; creative arts and media; retail; construction; green technology; medical/health/sport related).

Forecasting models can make predictions on the sectors expected to create the most jobs.

Information is available at local authority level on number of jobs by industry and number of jobs by occupation (Nomis).

Vacancies notified and occupations sought is available from Jobcentre Plus.
Consultation

The discussion groups said:

• there is a need to have sufficient jobs in Luton for Luton residents especially with regard to less people going to University owing to the cost
• job brokerage should be included as part of training and wherever possible
• training should be provided for the green sector
• the Department for Business, Innovation and Skills Business Development Credit grant can support training.

The University of Bedfordshire has new creative arts and technology facilities. We can make the most of the opportunity for the creative sector to grow and for Luton to become a media town.

Businesses said:

• specialist engineering skills are needed
• management and marketing training for all managers is needed
• we need graduates from surveying or specific courses
• all care-givers to have QCF (qualifications and credit framework) qualification within a career structure.

Priorities for action

Sector based activity - priority 1

For each of the named specialist sectors, to bring together a range of employers and relevant organisations, for example: sector skills council or voluntary and community sector organisations. The sector conversation will identify the skills or qualifications that potential employees need, and formulate an individualised action plan that brings together the relevant parties from the providers, schools and individuals and families.

The case study for the construction sector is a model that could be used, but any action needs to suit the sector. There are existing centres of vocational excellence and a studio school which would feed into the model for each sector.

Evidence

Some related strategies include:

• the Sustainable Community Strategy
• Luton’s Family Poverty Strategy
• Luton’s Commission on Community Cohesion
• South East Midlands Local Enterprise Partnership’s Business Plan.

Some related initiatives include:

• Department of Work and Pensions Provision for Families with Multiple Issues.

Consultation

The discussion group said:

• there is a need for parenting skills in how to advise teenagers and how to support them regarding homework. There is a need to help parents.
• if parents don’t value skills, then the children won’t value skills
• concern over motivating children so they can see their way through. This is especially true for female pupils and free school meals pupils. They need a big broad brush introduction to work, and also the detail
• there’s a mismatch in the jobs available and what people are applying for.

Sector based activity - priority 2

To provide additional environmental training that would be applicable across all specialist sectors

Sector based activity - priority 3

To stabilise and grow ‘everyday’ jobs.

Sector based activity - priority 4

To examine the evidence regarding occupations sought and the number of jobs available in those sectors, and to take action to reduce mismatches.

Strategic objective 5: to ensure alignment with related strategies
Priorities for action

Related strategies - priority 1
To work with the South East Midlands Local Enterprise Partnership to ensure that Luton’s Skills and Employability Strategy aligns with the work of the Local Enterprise Partnership.

Related strategies - priority 2
To ensure this strategy supports Luton’s Commission on Community Cohesion. This called for ‘Luton’s Economic Development Strategy to include a range of measures that not only create new jobs but give priority to helping local people access those jobs. The Commission expects this to include motivational coaching for local people alongside more formal skills training.’ The Skills and Employability Strategy addresses the need for local people to access jobs, motivational coaching and formal skills training.

Related strategies - priority 3
To ensure this strategy supports the Family Poverty Strategy, including supporting staff to support young people and deliver, commission and provide early intervention to vulnerable families.

Related strategies - priority 4
To monitor related strategies and initiatives to ensure the activities within the remit of this strategy align with other strategies designed to increase wellbeing in Luton, for example, the Voluntary and Community Sector Commission recommendations.
Section 5 - Management of this strategy

Luton Borough Council’s Economic Development Service will undertake the management of the strategy on behalf of the stakeholders in Luton.

The Skills and Employability Strategy is designed to be relevant for around five years. The challenges and priorities for action can be addressed in a range of timescales from short, medium and long-term.

An annual action plan will be produced. This will contain actions that can be achieved, that have the commitment of the lead agency(ies) and the support of the wider stakeholder group.

A draft template is provided at Appendix A. This has been populated with the possible actions identified from the consultation. Some actions may be new and some may be existing actions.

Reporting on the action plan and the progress against the Skills and Employability Strategy will be to the Employment, Innovation and Enterprise Group.

Reporting will be against the actions and the aims identified in Section 3.
Section 6 - Case Studies

Case study 1:
a local organisation is proposing to set up a company as a social enterprise and competing in the commercial world. The social enterprise would be run by graduates and engage young people both as volunteers and for part time paid work; volunteer time being banked to the point where it qualifies for paid work rewarding key employer requirements such as reliability and experience. Expert guidance along with business mentors from the industry and senior managers within the business would report to a board made up of key business people and partner organisations.

Case study 2:
working in partnership, the Bedfordshire and Luton Chamber of Commerce and University of Bedfordshire have collaborated to offer a new Foundation Degree in Leadership, Innovation and Management. Successful completers of the Foundation Degree will also be accredited with the CMI Level 7 Diploma in Strategic Management.

Case study 3:
Bedfordshire and Luton Chamber of Commerce has created a specific membership for students of the University of Bedfordshire when it becomes part of the Bedfordshire Chamber of Commerce Futures initiative. This membership offers workshops on applied skills, sector specific workshops, start your own business, marketing, finance, meeting local businesses etc.

Case study 4:
Wates Construction Ltd was appointed the approved contractor for the Building Schools for the Future programme in 2009. For every £10 million of construction spend, Wates committed to providing 5 apprenticeships through the various supply chain partners, who worked with them to deliver programme.

In February 2010 Wates opened a National Skills Academy for Construction with a project co-ordinator based at Lea Manor. The Academy brings together employers, clients, contractors, training providers, colleges, universities and Jobcentre Plus to plan, develop and fund flexible, on-site training and development that meets the needs of specific construction projects. To date it has had 53 new construction and other apprenticeships as well as pre employment programmes, leadership and management, site visits, work experience opportunities and employment of graduates.

Case study 5:
an employer who considers it a duty to the staff that should they leave, then they depart with a national qualification higher than the one they joined with. The company pays 100% for the training, and provides an internal mentor and paid study leave.

Case study 6:
an employer provides work experience for schools and does it well. Each is followed up by a letter to the Head of their school to go on their record.
## Appendix A - Case Studies

### Annual action plan draft template

#### Strategic objective 1: Working in partnership - example

<table>
<thead>
<tr>
<th>Action</th>
<th>Target</th>
<th>Outcomes</th>
<th>Dates</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation of a Skills and Employability Strategy stakeholders group</td>
<td>This will enable organisations to keep up to date with provision available, make links with each others’ provision, and respond quickly to changing situations</td>
<td>Greater co-ordination between delivery will result in more efficient use of resources</td>
<td></td>
<td>Economy, Innovation and Enterprise Group</td>
</tr>
<tr>
<td></td>
<td>This group could also co-ordinate responses to government changes</td>
<td>Luton-wide responses to government changes would carry more weight</td>
<td></td>
<td>All partners</td>
</tr>
</tbody>
</table>

#### Annual action plan draft template

#### Strategic objective 2: Relevant and up to date skills and employability information - example

<table>
<thead>
<tr>
<th>Action</th>
<th>Target</th>
<th>Outcomes</th>
<th>Dates</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce an agreed skills and employability evidence base for Luton</td>
<td>To cover aspects of current and future job prospects, skills needs and provision, employability needs and provision</td>
<td>Evidence that can be used by all partners thus increasing the numbers of people training for and applying for local jobs, and setting up businesses needed in Luton</td>
<td></td>
<td>Luton Borough Council</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Providers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Voluntary and Community Sector</td>
</tr>
</tbody>
</table>
### Appendix A - Case Studies continued

#### Annual action plan draft template

**Strategic objective 3: Facilitating the co-ordination of provision - example**

<table>
<thead>
<tr>
<th>Action</th>
<th>Target</th>
<th>Outcomes</th>
<th>Dates</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer Engagement</td>
<td>To have a single point of contact that is known by employers and organisations that need employers, for example, schools for talks on work and training providers seeking employers for apprenticeships</td>
<td>Increasing the number of employers willing to provide activities. Easy contact point for those seeking employers, which will result in the young and unemployed having a realistic view of what work requires. Apprenticeships will contribute to NVQ levels in Luton.</td>
<td></td>
<td>Employers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Voluntary and Community Sector</td>
</tr>
</tbody>
</table>

#### Annual action plan draft template

**Strategic objective 4: Specialist sectors – example**

<table>
<thead>
<tr>
<th>Action</th>
<th>Target</th>
<th>Outcomes</th>
<th>Dates</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment and skills in sectors:</td>
<td>Identification of the types of jobs needed and the related skills or qualifications. Bring together the relevant parties from the providers, schools and individuals and families to build a model or system for the sector</td>
<td>Realistic expectations of sector, easier access and specified route leading to a career in the sector</td>
<td></td>
<td>Employers</td>
</tr>
<tr>
<td>• airport</td>
<td></td>
<td></td>
<td></td>
<td>Voluntary and community sector</td>
</tr>
<tr>
<td>• engineering (including automotive)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• aerospace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ICT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• creative arts and media</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• retail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• green technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• medical/health/sport related</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To develop the creative arts and media sector so Luton becomes a media town</td>
<td></td>
<td></td>
<td></td>
<td>University of Bedfordshire</td>
</tr>
</tbody>
</table>
### Annual action plan draft template

#### Strategic objective 5 - Joining up the strategies - example

<table>
<thead>
<tr>
<th>Action</th>
<th>Target</th>
<th>Outcomes</th>
<th>Dates</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>To align Luton’s Skills and Employability Strategy with the work of the South East Midlands Local Enterprise Partnership</td>
<td>To ensure the direction and activities of Luton’s strategy and SEMLEP’s plans work together coherently</td>
<td>Luton and SEMLEP able to maximise achievement on skills and employability</td>
<td></td>
<td>Luton Borough Council SEMLEP</td>
</tr>
</tbody>
</table>
Appendix B – Contributors to the discussion groups

Barnfield College
Basepoint Business Centres
Bedford College
Bright Learning Solutions Limited
Develop EBP
Luton Adult and Community Learning
Luton Assembly
Luton Borough Council - 16-19 Business Support Officer
Luton Borough Council – Enterprise Manager
Luton Borough Council – Research and Geospatial Information Manager
Luton Borough Council – Service Manager Business and Economy
Management and Personnel Services Ltd (MAPS)
Marsh Farm Futures
Nacro
Pictons Solicitors LLP
The Learning Partnership Bedfordshire and Luton Limited
University of Bedfordshire
Voluntary Action Luton
Wates
Wenta
Appendix C – Analysis of the results of the discussion groups by topic

Discussion groups were held with partners and stakeholders. The discussion covered nine topic areas. Analysis of the discussions identified areas for aspiration, challenge or possible action. It should be noted that not all possible actions are new.

Information, advice and guidance

• To have information on what jobs there are now and expected in the future so young people and adults can make informed choices with regard to their education and training.
• For individuals and families to have information on what to do at the critical points if the unexpected happens, for example: not achieving exams needed for university or redundancy.
• Families to promote aspiration, development and learning as the ‘norm’.
• To provide impartial information, advice and guidance for all school pupils so their choices can be made freely.
• To enable school students to undertake work experience so they can be employable when the time comes to enter the labour market.
• To provide the best service possible within the framework of the National Careers Service.
• IAG staff to have information to understand the job opportunities available locally, the needs of employers and understanding of apprenticeships.
• To contribute to raising aspirations of parents where families have generations of unemployed people.
• To work with families and children about budgeting and skills for life.
• To ensure school leavers know how to apply for a job and what is meant by key skills.
• Employers to work with schools and in particular, IAG staff to provide information on the world of work for school students, their parents and families, and teachers.

Basic skills and English for speakers of other languages (ESOL)

• To be able to access free basic skills and/or ESOL provision even if they are in work.
• Employers to communicate their basic skills and ESOL needs so the skills strategy can deliver to them.
• Providers to ensure skills for life assessments are embedded in all activity and delivered in ways that are attractive to learners.
• To provide or signpost to basic skills where these are needed in order to be able to take up a course of study.
• To feed in information to the strategy on numbers of learners needing basic skills and ESOL.
• To develop local approaches to the funding of foundation learning

  skills to support specialist sectors: (airport related; engineering (including automotive); aerospace; ICT; creative arts and media; retail; construction; green technology; medical/health/sport related).
• To provide information on business needs that can inform the Skills Strategy.
• To carry out a skills audit of Luton’s employers.
• Providers to provide training leading to employment in the green sector.
• To work in partnership with other providers and stakeholders to maximise public funding and identifying and listening to employers needs and plan and deliver appropriate provision.

Apprenticeships

• To have information on apprenticeships that is accurate. This is to counteract the myths, for example: that they are for people who have failed, they are trade-related or only for young people.
• To ensure employers are aware of the National Apprenticeship Service website that provides accurate information and helps employers to move away from the myths.
• To deliver apprenticeships that fulfil the requirements of the National Apprenticeship Service Statement of Delivery, for example: that the apprenticeship will lead to meaningful, sustainable employment in the same sector or industry.
• To continue to perform an enabling role with regard to apprenticeships while recognising it is up to the individual and employer to make it work.
Enterprise

- To have information on self-employment and enterprise.
- To provide opportunities to know about and experience self-employment or enterprise so that school students can have this as a realistic option.
- Employers to provide mentors for enterprise and employability.
- Providers to feed in information on their provision that relates to self-employment or business start up.

Vocational skills, such as NVQs

- To talk to providers and let them know their needs, for example: tailoring an NVQ around a specific business where they have only one employee needing training, the providers can pull together all the employers with only one employee thus making a viable course.
- To link with all training providers.
- To work with applicants for courses or qualifications, and help them if they are missing a part of the eligibility requirements.
- To support individuals and employers where proof is needed of their contribution to the training.

Work-related learning

- Leadership and management are needed in all sectors. There are more jobs in business to business (not business to consumer) to help work with national companies.

Deprived neighbourhoods

- To have provision that is free or for people to be willing to pay for training, which reflects their aspirations for career, employment and a fulfilled life.
- To be ‘employer-friendly’ to Luton residents including deprived communities when local candidates have the appropriate skills and experience for the position/job.
- Providers to link with community groups so that people furthest from the labour market have access to information, advice and guidance (IAG), skills and employability, and enterprise information and provision.

Employability skills

- To have information on employability for those who need it, such as school students and the unemployed.
- To have sufficient jobs in Luton for Luton residents, especially with regard to less people going to university owing to the cost.
- For individuals to be motivated to increase their skills so they can have better lives.
- For individuals to maximise their employability by acquiring as many academic and practical skills as possible.
- To allow young people to learn languages.
- For school governors to be involved in the employability agenda, for example: by involving their employers and by delivering messages regarding skills needed by employers.
- To contribute to resolving the anomaly where school leaver improvement has improved but employers are reporting that candidates lack basic skills.
- Providers to include job brokerage wherever suitable and possible.
Discussion groups were held with as many stakeholder groups as possible. The list of contributors is shown at Appendix A.

This section is an alternative display of the results of the discussion groups, categorising the statements by the group of people to whom they are most relevant. The groups are: individuals and families, schools, employers and providers.

The statements were made by the contributors to the discussion and not necessarily by the organisation type where they are shown.

The challenges or aspirations are shown below under four headings:

• individuals and families
• schools
• employers
• providers.

**Individuals and families – aspirations and challenges**

• To have information on what jobs there are now and expected in the future so young people and adults can make informed choices with regard to their education and training.
• For individuals and families to have information on what to do at the critical points if the unexpected happens, such as not achieving exams needed for university or redundancy.
• To have information on apprenticeships that is accurate. This is to counteract the myths such as: they are for people who have failed, they are trade-related or they are only for young people.
• To be able to access free basic skills and/or ESOL provision even if they are in work.
• To have provision that is free or for people to be willing to pay for training which reflects their aspirations for career, employment and a fulfilled life.
• To have information on self-employment and enterprise.
• To have information on employability for those who need it, such as school students and the unemployed.
• To have sufficient jobs in Luton for Luton residents, especially with regard to less people going to university owing to the cost.
• For individuals to be motivated to increase their skills so they can have better lives.
• For individuals to maximise their employability by acquiring as many academic and practical skills as possible.
• Families to promote aspiration, development and learning as the ‘norm’.

**Businesses said:**

• Lack of ‘real world experience’.

**Schools – aspirations and challenges**

• To provide impartial Information, advice and guidance for all school pupils so their choices can be made freely.
• To enable school students to undertake work experience so they can be employable when the time comes to enter the labour market.
• To provide the best service possible within the framework of the National Careers Service.
• IAG staff to have information to understand the job opportunities available locally, the needs of employers and an understanding of apprenticeships.
• To allow young people to learn languages.
• For school governors to be involved in the employability agenda by, for example, involving their employers and delivering messages regarding skills needed by employers.
• To provide opportunities to know about and experience self-employment or enterprise so school students can have this as a realistic option.
• To contribute to resolving the anomaly where school leaver improvement has improved but employers are reporting that candidates lack basic skills.
• To contribute to raising aspirations of parents where families have generations of unemployed people.
• To work with families and children about budgeting and skills for life.
• To ensure school leavers know how to apply for a job and what is meant by key skills.

**Appendix D – Analysis of the results of the discussion groups by organisation type**
Employers – aspirations and challenges

• To work with schools, particularly IAG staff to provide information on the world of work for school students, their parents and families, and teachers.
• To talk to providers and let them know their needs, such as tailoring an NVQ around a specific business, where they have only one employee needing training, so providers can pull together all the employers with only one employee to make a viable course.
• To ensure employers are aware of the National Apprenticeship Service website that provides accurate information, and helps employers to move away from the myths.
• To deliver apprenticeships fulfilling the requirements of the National Apprenticeship Service Statement of Delivery and lead, for example, to meaningful, sustainable employment in the same sector or industry.
• To communicate their basic skills and ESOL needs so the Skills Strategy can deliver to them.
• To be ‘employer-friendly’ to Luton residents including deprived communities, when local candidates have the appropriate skills and experience for the position/job.
• To provide mentors for enterprise and employability.
• To provide information on business needs that can inform the Skills Strategy.
• To carry out a skills audit of Luton’s employers.

Businesses said:
• To identify any in-kind contributions that will enable training to take place.
• To ensure a quality environment to nurture natural talent.
• Employers should adopt the message ‘Invest in the people of Luton and they will invest in you’.
• That they would:
  • work with schools and colleges
  • work with Jobcentre Plus
  • be a mentor at various levels
  • mentor ESOL needs
  • provide apprenticeships.
• Need to cultivate the right attitude.

• Long-term investment requires the right candidates.
• Require good level of customer service, presentation and English skills.
• The Chamber of Commerce is working with schools and university students on applied work skills.
• Training schemes are available but funding and time is of concern.
• Small companies do not have training policies.
• People are not attracted to Luton as an area to work in.
• Graduates are only looking to work short term as a stepping stone.
• Some staff are highly skilled but have no managerial training.

Providers – aspirations and challenges

• To link with community groups so that people furthest from the labour market have access to information, advice and guidance (IAG), skills and employability, and enterprise information and provision.
• To link with all training providers.
• To ensure skills for life assessments are embedded in all activity and delivered in ways that are attractive to learners.
• To work with applicants for courses or qualifications, and help them if they are missing a part of the eligibility requirements.
• To provide or signpost to basic skills where these are needed in order to be able to take up a course of study.
• To continue to perform an enabling role with regard to apprenticeships while recognising it is up to the individual and employer to make it work.
• To feed in information to the strategy on numbers of learners needing basic skills and English for Speakers of Other Languages (ESOL).
• To support individuals and employers where proof is needed of their contribution to the training.
• To feed in information on their provision that relates to self-employment or business start up.
• To include job brokerage wherever suitable and possible.
• To provide training leading to employment in the green sector.
• To work in partnership with other providers and stakeholders to maximise public funding and identifying and listening to employers needs and plan and deliver appropriate provision.

• To identify operational groups to explore the best co-ordinated strategy, such as Not in employment, education or training (NEET).

• To develop local approaches to the funding of Foundation Learning

**Businesses said:**

• Skills are too low for certain courses.
Appendix E – Results of the business breakfast consultation

22 November 2011

General comments

• Disagree with Government strategy that employee has to pay for ESOL. Make it so employer can do it as in-kind contribution, such as time off, input to training and use of premises.
• Barnfield – cabin crew training – procedures and manuals and premises as a big contribution.
• Apart from Barnfield and University of Bedfordshire there are another 23 training providers.
• As an employer we consider it our duty to our staff that should they leave us, they depart with a national qualification higher than the one they joined us with. The company pays 100 per cent of the training, and provides internal mentor and paid study leave.
• Average/quality – ensuring/environment to nurture natural talent.
• Need to cultivate the right attitude.
• Long term investment requires the right candidates.
• Specialist engineering skills needed.
• Require good level of customer service, presentation and English skills.
• As a company willing to mentor other companies or individuals in electronic design and manufacturing.
• Chamber of Commerce already has contract to deliver mentoring qualifications.
• Indoor market has already run enterprise facilities and training for young people.
• Chamber of Commerce working with schools and University students on applied work skills.
• More work needed within schools. Having dealt with young people who have left school with very little idea of how to apply for a job and what is meant by key skills is worrying.
• Employers should adopt the message ‘Invest in People of Luton and they will invest in you’.
• Majority of students from Sixth Form College go to University of Bedfordshire.
• We provide work experience for schools and we do it well. Each is followed up by a letter to the Head of their school to go on their record. Not one has been acknowledged by the Heads in 5 years.

• Lack of ‘real world experience’.
• Skills too low for certain courses.

Companies expressed willingness to:

• work with schools and colleges
• work with Jobcentre Plus
• be a mentors at various levels
• mentor ESOL needs
• deliver support to the survey
• we have a training programme for all staff managed by Head of Learning and would be pleased to discuss further
• we have access to funding for apprentices, 16-18yrs, redundancy support, leaderships and management.

Aspirations for workforce, barriers for training

• Management and marketing training for all managers.
• Professionalism of support staff.
• Training scheme available and flexible, however funding and time can be a concern.
• In previous company, most common barrier is the time factor. Where an employer is able to release the employee for training workshops.
• Need for experience in work etiquette.
• Business needs - apprentices (creative) high standard, high quality level of staff required, specialist engineering skills and look at Luton first.
• If companies struggle to pay salary, then they can’t afford to pay for training.
• Small companies do not have policies.
• We need graduates from surveying or specific courses.
• People not attracted to Luton as an area to work in.
• Graduates only looking to work short term in company as a stepping stone.
• Highly skilled but no managerial training.
• Aspirations for workforce - All care givers to have QCF qualification and to create career structure.
Appendix F - Evidence base  (short version)

This contains some information currently available and will be updated as part of the action plans arising from the Skills and Employability Strategy.

Areas of growth

Over the decade 1998 to 2008, there were increases in the fields of public administration, health and education (17% to 25%); banking, finance and insurance (15% to 22%); transport and communications (10% to 13%); with the first two being around the regional average and the last being higher. The airport, together with airport-related manufacturing and services, has grown to be the central specialism of Luton (and the wider sub-region). Currently the airport supports 7,900 local jobs (LEA).

For Luton to 2021 (of the 5 Milton Keynes and South Midlands (MKSM) priority sectors) there are net jobs gains forecast in business services, logistics, creative industries, and construction. High performance engineering will remain important in Luton, both absolutely and relative to other areas, with about 4,700 jobs (nearly 22% of the MKSM expected total). However, the net employment change between 2001 and 2021 could be just 1,900 jobs (an overall 9% rise) in Luton a consequence of continuing engineering jobs decline, Luton’s traditional strength (LEA).

Largest numbers of businesses

Within Luton the largest numbers of businesses (regardless of size) are in the sectors of:

- construction
- retail
- professional scientific and technology
- business administration and support services.

This indicates the continuing importance of these areas of work. While employment has fallen in the area of construction there are still a significant number of businesses in this area. Retail premises account for 37% of business space and this will be a continuing focus with the development of the town centre.

The number of jobs available (notified to Luton Jobcentre in October 2011) was 976, with the number of people seeking employment in Luton was 6512 (claimant count in October 2011).

In terms of the number of jobs and the number of people claiming benefits, in Luton there are 6.5 JSA (job seekers allowance) claimants per unfilled Jobcentre vacancy. This compares with 3.8 for the East of England, and 5.2 for Great Britain (Nomis).

<table>
<thead>
<tr>
<th>Unfilled jobcentre vacancies (numbers)</th>
<th>Luton</th>
<th>East</th>
<th>Great Britain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,004</td>
<td>29,732</td>
<td>291,147</td>
</tr>
<tr>
<td>Unfilled jobcentre vacancies per 10,000 population aged 16-64</td>
<td>77</td>
<td>80</td>
<td>74</td>
</tr>
<tr>
<td>JSA claimants per unfilled jobcentre vacancy</td>
<td>6.5</td>
<td>3.8</td>
<td>5.2</td>
</tr>
</tbody>
</table>

Source: Nomis 2011

Vacancies notified and occupations sought (October 2011)

Jobcentre Plus also provides information on the occupations sought and the vacancies notified. In October the largest numbers of occupations sought were:

- sales and retail assistants (1,330)
- other goods handling and storage occupations (555)
- general office administration (475)
- packers, bottler, canners, fillers (215)
- van drivers (190)

Source: Jobcentre Plus
Vacancies notified and occupations sought (October 2011)

The largest numbers of vacancies notified in October 2011 were:

- Childminders and related occupations (299)
- Other goods handling and storage occupations (266)
- Travel and tour guides (252)
- Postal workers, mail sorters, messengers, couriers (129)
- Sales representatives (92)

Source: Jobcentre Plus

Total further education and skills enrolments (2009)

The Skills Funding Agency enrolments for 2009 show the largest number (in order):

<table>
<thead>
<tr>
<th>Enrolments</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,470</td>
<td>Business information technology and telecommunication</td>
</tr>
<tr>
<td>1,070</td>
<td>Adult social care/healthcare</td>
</tr>
<tr>
<td>990</td>
<td>Hospitality and tourism</td>
</tr>
<tr>
<td>910</td>
<td>Process and manufacturing</td>
</tr>
<tr>
<td>890</td>
<td>Passenger transport</td>
</tr>
<tr>
<td>790</td>
<td>Creative and cultural</td>
</tr>
<tr>
<td>720</td>
<td>Building services engineering</td>
</tr>
<tr>
<td>720</td>
<td>Hair and beauty</td>
</tr>
<tr>
<td>700</td>
<td>Business administration and governance</td>
</tr>
<tr>
<td>690</td>
<td>Construction</td>
</tr>
<tr>
<td>670</td>
<td>Children and young people</td>
</tr>
<tr>
<td>640</td>
<td>Active leisure, learning and wellbeing</td>
</tr>
<tr>
<td>28,550</td>
<td>Unknown</td>
</tr>
</tbody>
</table>

Source: Skills Funding Agency 2011
Apprenticeships

Top five framework vacancies and applications by under 19s

<table>
<thead>
<tr>
<th>Frameworks</th>
<th>Vacancies 2009-10</th>
<th>2010-11 Year to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business administration</td>
<td>52</td>
<td>27</td>
</tr>
<tr>
<td>IT and telecoms</td>
<td>48</td>
<td>39</td>
</tr>
<tr>
<td>Customer service</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>Childrens care learning</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Not defined</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

Source: National Apprenticeship Service

Apprenticeship applications by under 19s

<table>
<thead>
<tr>
<th>Frameworks</th>
<th>Applications 2009-10</th>
<th>2010-11 Year to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business administration</td>
<td>345</td>
<td>323</td>
</tr>
<tr>
<td>Engineering</td>
<td>128</td>
<td>62</td>
</tr>
<tr>
<td>Customer service</td>
<td>101</td>
<td>44</td>
</tr>
<tr>
<td>Childrens care learning</td>
<td>76</td>
<td>22</td>
</tr>
<tr>
<td>Vehicle maintenance and repair</td>
<td>65</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: National Apprenticeship Service

Skills requirements of business

Some information on the skills requirements of Luton’s employers can be found in the Luton Business Survey (2011). “More than a quarter of Luton businesses (28%) reported having skills that are difficult to obtain. This is a similar proportion to the county average (25%). No one area of skills stands out but one in ten employers mentioned the need for knowledge of English among non-native speakers (11%), and technical, practical or job specific skills (10%).”

“Three in ten businesses (30%) identify skills gaps in their current workforce. This compares with 26% across the county. The existing gaps are most likely to be sales and marketing (14%), and again technical, practical or job specific skills (10%) skills” (Source: Bedfordshire and Luton Business Survey 2011, BMG)
Luton qualifications (January 2010-December 2010)

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Luton (numbers)</th>
<th>Luton (%)</th>
<th>East (%)</th>
<th>Great Britain (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVQ 4 and above</td>
<td>29,200</td>
<td>23.1</td>
<td>28.5</td>
<td>31.3</td>
</tr>
<tr>
<td>NVQ 3 and above</td>
<td>50,800</td>
<td>40.2</td>
<td>48.2</td>
<td>51.0</td>
</tr>
<tr>
<td>NVQ 2 and above</td>
<td>70,400</td>
<td>55.6</td>
<td>65.8</td>
<td>67.3</td>
</tr>
<tr>
<td>NVQ 1 and above</td>
<td>89,000</td>
<td>70.3</td>
<td>81.4</td>
<td>80.2</td>
</tr>
<tr>
<td>Other qualifications</td>
<td>17,100</td>
<td>13.6</td>
<td>8.2</td>
<td>8.5</td>
</tr>
<tr>
<td>No qualifications</td>
<td>20,400</td>
<td>16.1</td>
<td>10.4</td>
<td>11.3</td>
</tr>
</tbody>
</table>

Source: NOMIS 2011

Apprenticeships

16-18 years

<table>
<thead>
<tr>
<th>completions to date</th>
<th>Success rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luton</td>
<td>92</td>
</tr>
<tr>
<td>Regional</td>
<td>3,212</td>
</tr>
<tr>
<td>National</td>
<td>37,356</td>
</tr>
<tr>
<td>Statistical neighbours</td>
<td>117</td>
</tr>
</tbody>
</table>

Source: National Apprenticeship Service

19-24 years

<table>
<thead>
<tr>
<th></th>
<th>Starts YTD</th>
<th>Completions YTD</th>
<th>In learning at end of period</th>
<th>Success Rate 09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luton</td>
<td>263</td>
<td>121</td>
<td>324</td>
<td>70%</td>
</tr>
<tr>
<td>Regional</td>
<td>9,044</td>
<td>4,329</td>
<td>11,612</td>
<td>N/A</td>
</tr>
<tr>
<td>National</td>
<td>102,828</td>
<td>49,375</td>
<td>127,898</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: National Apprenticeship Service

25+ years

<table>
<thead>
<tr>
<th></th>
<th>Starts YTD</th>
<th>Completions YTD</th>
<th>In learning at end of period</th>
<th>Success Rate 09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luton</td>
<td>342</td>
<td>50</td>
<td>352</td>
<td>63%</td>
</tr>
<tr>
<td>Regional</td>
<td>9,633</td>
<td>1,929</td>
<td>10,010</td>
<td>N/A</td>
</tr>
<tr>
<td>National</td>
<td>121,009</td>
<td>23,797</td>
<td>125,128</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: National Apprenticeship Service
Key Stage 4 achievement

46.2 per cent of school pupils in Luton at Key Stage 4 have attained at least 5 GCSEs (including English and Maths) at grades A* to C. This is a lower proportion than the East of England (51.9%) and in line with the England average (49.8%). Source DCSF in Insight East, March 2010

<table>
<thead>
<tr>
<th>School</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Authority average</td>
<td>36.5%</td>
<td>40.7%</td>
<td>45.3%</td>
<td>46.2%</td>
</tr>
<tr>
<td>England (all schools)</td>
<td>45.6%</td>
<td>46.3%</td>
<td>47.6%</td>
<td>49.8%</td>
</tr>
</tbody>
</table>

Source: www.education.gov.uk

Luton’s employment rate

Luton’s employment rate is 69.1% which is lower than the average for the East of England (77%) and the UK (73.2%). Source: NOMIS 2010

Luton’s economic inactivity rates for April 2010-March 2011

<table>
<thead>
<tr>
<th>All people</th>
<th>Luton (numbers)</th>
<th>Luton (%)</th>
<th>East (%)</th>
<th>Great Britain (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically inactive</td>
<td>32,800</td>
<td>25.8</td>
<td>21.3</td>
<td>23.8</td>
</tr>
<tr>
<td>Wanting a job</td>
<td>3,500</td>
<td>2.7</td>
<td>5.2</td>
<td>5.7</td>
</tr>
<tr>
<td>Not wanting a job</td>
<td>29,300</td>
<td>23.0</td>
<td>16.1</td>
<td>18.1</td>
</tr>
</tbody>
</table>

Source: NOMIS 2011

The above figures show the large numbers of people “not wanting a job”. The key barriers to economic participation in summary are:

• Skills

  Low level of skills are one of the key factors in explaining non-participation, and Luton has both a high proportion of residents with no qualifications, and a lower proportion with skills at the NVQ higher levels 2, 3 and 4 (see the section in the assessment covering skills).

• Disability

  The employment rate for people with a disability is well below the all groups rate. The East of England rate (58%) is higher than the England (51%) rate. Rates tend to be lowest for people with a learning difficulty or mental illness. People with a disability are usually the largest sub-group among incapacity benefit claimants. Regionally, nearly 45% of people with disabilities have low skills or qualifications.
• **Health**  
There are other health reasons beyond disability that contribute. A significant proportion of the Luton population suffer from a work limiting illness, with a correspondingly low economic activity rate.

• **People nearing retirement age**  
Those residents who are aged 50+ are significantly underrepresented in the active labour force. This may be because of retraining difficulties after redundancy, competition from more qualified younger people, recruiting prejudice, or lack of willingness to persevere.

• **Ethnicity**  
Overall there are lower economic participation rates among people within minority ethnic groups, although there is considerable variation. In Luton, in the 12 months to Sept 2009, the proportion of people from ‘other ethnic groups’ stood at 45%, with a working-age employment rate of 61% (compared to 66% average for Luton, and 77% for the East region). The working-age inactivity rate for ‘other ethnic groups’ in Luton in 2009 was nearly 32% (compared to 26% average for Luton, and 18% for the East region). Source for data is the Annual Population Survey. The reasons for these variations are not fully clear. Activity rates for Indians and Black or Black British are very similar to the rate for the White population. In contrast, rates for the Pakistani/Bangladeshi population are much lower, especially among women.

• **Lone parentage**  
Employment rates are relatively low among lone parents, but a relatively high proportion do state that they want to work. The barriers to finding and keeping a job mainly affect women and the young (and the relatively unskilled). Key barriers are finance and childcare, perceived benefit impacts, and retraining difficulties.

• **Low entrepreneurship**  
Generally, enterprise start-up rates are low in Luton and there are a number of barriers to financing, marketing etc limiting increased enterprise creation.

• **Transport costs**  
Given the geography of Luton, transport costs can be high relative to wage levels and this can suppress activity rates.

• **Students**  
An area with a high level of students will exhibit higher inactivity rates than comparable areas without. (LEA)

**Provision for the unemployed**

Pre work programme – work clubs, work together (volunteering), flexible fund, skills support for the unemployed, support contract, enterprise clubs, new enterprise allowance, work experience and sector-based work academies.

Work programme – flexible programme to help people back into work with incentive sustainability payments as long as they stay in work. 104 week programme. Two providers in Luton.

Families with multiple issues – programme for people where no-one in the family is in work. Started in Luton in December 2011.