



# Skills Guernsey Action Plan 2018

## Forewords



**Deputy Dudley-Owen**

**Committee *for* Economic Development**

Skills are an essential part of every successful economy. They provide the basis for innovation and increased productivity.

Guernsey has a strong track record of developing the skills it needs to be successful. In a changing and challenging global economy, we need to aim high if we are to continue to be successful.

I would like to see Guernsey ranked amongst the most highly skilled workforces in the world. This Skills Action Plan, the first we have produced in Guernsey, is the next step to achieving that goal.

We know that automation, artificial and augmented intelligence are fast changing the landscape of work. This means that we need to provide a skills base which meets the needs of businesses across all sectors, now and in the future.

This plan provides a structure where we can be responsive to the needs of business and our community as a whole. It is a plan designed to flex and fit the requirements of our economy. It will be reviewed regularly to ensure it is fit for purpose.

The Skills Action Plan ensures the work of government and the many important stakeholders in the area of skills is brought together in a cohesive and strategic way. It gives us a common purpose – making sure that Guernsey's economy and workforce is fit for the future.



**Deputy Dorey**

**Committee *for* Education, Sport & Culture**

Education and learning does not begin and end in the classroom.

The Skills Action Plan recognises this, and sets out an approach to developing skills that acknowledges that individuals' needs change as they make their journey through life. The skills we need at 16, 36 and 56 are different and varied. So too are the ways that we access the training and development that help us to develop those skills.

The Skills Action Plan aims to put the individual at the centre of the lifelong learning process. The plan brings together the work of educational and training bodies, business and their representative bodies, and government. It is a truly joined-up approach to the development of the skills of the future.

Our schools do, of course, have an important role. The Bailiwick curriculum, which is now being developed further, must provide children with the skills and knowledge necessary to prepare them for adult life. The new Curriculum Teacher Handbook notes that "developing a young person's career management skills is essential preparation for a changeable future with transitions throughout their working life".

School learning via the new curriculum prioritises the requirement of essential hard skills of literacy, numeracy and digital literacy. Skills acquisition is done via apprenticeships, training and personalised, blended learning. Through taking this approach we can ensure we do all we can to build not just a work force for the future, but a community for the future.

## Introduction

**The objective of Skills Guernsey is to ensure that Guernsey has a highly skilled workforce, equipped for the opportunities and challenges of the global economy. This will be achieved by coordinating actions across government, the community and industry.**

This approach supports the priorities of the Policy & Resource Plan approved by the States in 2017, and the Economic Development Strategy agreed by the States in 2018.

To ensure a strong, sustainable and growing economy, Guernsey requires an appropriately skilled workforce. Investment in skills has considerable economic benefits. Evidence suggests that each £1 spent on training is equivalent to over £4 in long term economic benefit<sup>1</sup>, through higher productivity benefits for employers and through wage levels.

The work of Skills Guernsey also supports other strategies of the States. For example, it supports the Longer Working Lives strategy and the Disability and Inclusion Strategy through working to enable opportunities for lifelong learning and lifetime employability.

### Previous research

Between 2010 and 2014, Skills Guernsey commissioned three reports, to understand the availability of skills in Guernsey and the recruitment challenges local businesses were facing. All reports provide detailed analysis into the availability of skills, covering all business sectors, and were used to shape Skills Guernsey's workstreams over the recent years.

To support Skills Guernsey in developing its action plan, these reports have been reviewed and compared to understand the skills challenges that have faced Guernsey in recent years, and to consider their continued relevance. All reports recognised skills shortages in staff, both in soft and technical skills, with 29% of employers noting a skills shortage in their current employees. Recruitment issues were also raised as a challenge faced by local businesses, with two thirds of businesses highlighting this as an issue.

In addition to the availability of skills, all reports raised concerns over how prepared students are for work when entering the workforce, with poor attitudes and low motivation being recognised as a particular concern for 16 to 18 year olds.

Further information on previous research is available in appendix two.

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<sup>1</sup> "Adult Apprenticeships – Estimating economic benefits from apprenticeships – technical paper. National Audit Office, February 2012": Table 15 (NAO estimate following HMT Green Book guidance – Total Benefits to the Economy / Total Costs to the Economy ratio is £4.7/£1.

### What Skills Guernsey has achieved to date

- Conducted research on skills gaps across the economy
- Consulted with industry to understand workforce issues
- Brought together training providers in one forum in order to co-ordinate training activities
- Identified the need to develop digital skills as a priority, which informed the business case for States investment in the Digital Greenhouse Project
- Raised the profile of workforce development
- Worked closely with the Committee *for* Employment & Social Security on workforce participation projects

# What is the case for change?

Over the past three years, Skills Guernsey has identified a number of trends that have impacted upon skills and employment in Guernsey:

- Changes in education leaving age in England, meaning students must stay in education or training until the age of 18, which has seen a rise in expectations of internships and apprenticeships for firms with a UK policy base and a potential rise in expectations over qualification levels;
- The rise of digital processes, applications and products, leading to a need for digital skills and a call for innovation for economic growth; and
- The new Population Management Law.

During 2017 Skills Guernsey undertook a range of interviews with employer representatives from across the economy, in order to validate the previous findings and gain insight into employer's latest challenges when it comes to recruiting and retaining skilled staff. These include representation from:

- Institute of Directors (IoD);
- Chamber of Commerce;
- Young Business Group (YBG);
- Construction Industry Forum;
- Confederation of Guernsey Industry (CGI);
- Creative Industries Guernsey (CIG);
- Guernsey International Business Association (GIBA);
- Representatives from the hospitality sector;
- Representatives from the retail sector;
- Representatives from the technology sector;
- The IT Advisory Board; and
- A cross-section of local entrepreneurs and employers.

Through this work, six areas have been identified as workstreams of the action plan:

1. Industry shift to recruit people with higher level qualifications
2. Digital skills are essential for all sectors
3. Innovation and entrepreneurship is needed to grow the economy
4. Attitudes and employability skills are still a concern
5. Employers wish to see apprenticeships and work-based learning opportunities
6. The impact of the new Population Management Law

Findings from interviews with industry representatives are summarised under each area. This research forms a case for change, and provides Skills Guernsey with a list of priorities. This information is detailed in the document, and used to formulate the Skills Guernsey action plan, which includes a list of action areas assigned to States' Committees, service areas and private training providers.

# Action Plans

1

**Industry shift to recruit people with higher level qualifications**

1. Monitor and review school leaver data
2. Focus on the shortage of graduate labour
3. Consider opportunities to establish life-long learning incentives

2

**Digital skills are essential for all sectors**

1. Support workstreams through the Digital Strategy to develop best in class skills, education and training

3

**Innovation and entrepreneurship is needed to grow the economy**

1. Focus on developing innovation and entrepreneurship within firms
2. Encourage government support
3. Signpost innovative initiatives within schools

4

**Attitudes and employability skills are still a concern**

1. Ensure recognition of the importance of readiness for work
2. Support training to address skill gaps
3. Liaise with ESS
4. Partner with industry on employability skills initiatives

5

**Employers wish to see apprenticeships and work-based learning opportunities**

1. Support promotion of the Guernsey Apprenticeship
2. Support the identification and development of future apprenticeships
3. Support the challenges faced by business through course offering

6

**The impact of the new Population Management Law**

1. Ensure Skills Guernsey works closely with the Population Management Office

Task and finish groups

# 1. Industry shift to recruit people with higher level qualifications

Discussions with industry suggest a shift in recruitment of school leavers in a number of sectors. The focus on graduate qualified labour has significantly changed over the last decade and has implications on the type of skill gap and the training required.

Larger finance and professional services firms focus recruitment on graduate qualified labour, with some outsourcing junior roles to the UK. Larger finance firms also reported the need to bring qualified labour to the Island in order to address skill shortages. Some firms, mainly the 'big four' accountants and certain fund administrators, still conduct more junior recruitment and provide structured training and development. Overall, however, recruitment still focuses at 18+ with Level 3 qualifications.

With the need to adapt to an ageing population, meaning the workforce is likely to be older, supporting and enabling people to work for longer has strategic importance<sup>2</sup>. People looking to transition careers in later life, with experience but fewer or less relevant qualifications may experience barriers to work and challenges in retraining.

The States of Guernsey Insurance Sector Strategic Review, undertaken in December 2017, highlights that Guernsey needs to attract, develop and retain key talent by offering clear career paths, prestigious qualifications, a continuing culture of high professionalism, and by promoting the personal and professional benefits Guernsey has to offer. The report recommends that the States of Guernsey should explore tax or other incentives to encourage local growth and participation in training programmes at all ages and experience levels<sup>3</sup>.

## Skills Guernsey priorities

1. *Monitor and review school leaver data to prepare for possible challenges linked to a requirement of higher qualifications*
2. *Focus on the shortage of graduate qualified labour to enable access to talented people*
3. *Consider opportunities to establish lifelong learning incentives in Guernsey*

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<sup>2</sup> Committee for Employment & Social Security - Longer Working Lives Policy approved by the States of Guernsey in February 2018

<sup>3</sup> PwC Insurance Sector Strategic Review – December 2016

## Action areas

| Action to take   | Lead Body                                     | Support                            | Timeline                                    | Output   |
|--|---|------------------------------------|---|--|
| <p>Review and report on school leaver and graduate data trends. This data will be shared annually with the Skills Guernsey group and distributed to industry where appropriate. Continual monitoring will ensure:</p> <ul style="list-style-type: none"> <li>→ That leaving age and destination of our school leavers is documented to prepare for further changes that may occur and issues that may arise.</li> <li>→ Numbers of graduates returning or not returning to Guernsey after university is monitored, to understand possible reasons for not returning.</li> <li>→ The number of students undertaking on-Island higher education courses is monitored and subsequent destinations recorded.</li> </ul>  | Careers Guernsey                              | Skills Guernsey<br><br>IHSCS       | Annually (as leaver data becomes available) | Careers Guernsey to present data to Skills Guernsey  |
| <p>Consider opportunities to encourage Guernsey graduates back to the Island after university. Various suggestions around incentives for graduates should be explored, through potential partnership with industry, including:</p> <ul style="list-style-type: none"> <li>→ Working with businesses to promote work placements to support, or as part of, qualifications.</li> <li>→ Considering how government can support Guernsey employers to visit universities and promote on Island career opportunities.</li> <li>→ Working in collaboration with sector specific recruitment and retention initiatives (For example the IHSCS is currently working closely with HSC in its drive to recruit and retain suitably qualified professionals).</li> <li>→ Developing and publicising Careers 'pathways' to ensure that knowledge of the full range of career opportunities and how to access them is known and understood by returning graduates.</li> <li>→ Consideration should also be given to graduates qualifying locally through on-Island higher education provisions, ensuring they're aware of the same employment opportunities in Guernsey.</li> </ul> | ED (BIS)<br><br>Careers Guernsey<br><br>IHSCS | Industry Groups                    | Q3 2019                                     | Research paper to be commissioned, produced and evaluated on opportunities through industry partnership with Skills Guernsey |
| <p>Research potential incentives for lifelong learning programmes to encourage local growth and participation in training programmes at all ages and experience levels, recognising future changes in employment and the opportunities for those currently under-represented in employment to return to work.</p> <p>Research should include potential incentives or recognitions for businesses that invest in training staff, possible funding options and likely benefits to the economy.</p> <p>Work should support the relevant objectives of the Longer Working Lives Strategy, the Disability &amp; Inclusion Strategy and the Mental Health and Wellbeing Strategy.</p>  | ESC   | ED (BIS)<br><br><br>ESS<br><br>ESS | Update - Q2 2019                            | Research paper to be commissioned, produced and evaluated by ESC, ED and P&R   |



## 2. Digital skills are essential for all sectors

Technology is almost universal amongst all aspects of industry<sup>4</sup>, but within Guernsey local businesses report that they often struggle to find individuals with the level of digital skills required. Technology based companies (such as telecommunications and IT services) experience the greatest impact with an extremely limited talent pool to recruit from, but this issue permeates through the entire economy.

Computer Science graduate numbers are low (representing less than 3% of Guernsey graduates in 2017) and students studying in this field rarely return to the Island.

There is a clear growth trend in the digital channel. However 51% of tech specialists do not work specifically in the tech industry, but work in other industries across the breadth of the economy<sup>5</sup>.

The previous research papers did not consider digital skills for Guernsey, however industry engagement has highlighted that:

- Industry struggles to recruit tech specialists at graduate level.
- Digital pathways are not seen as a robust career choice, particularly at university level.
- To increase awareness of the possibilities within the sector, more work experience/internships/placements are needed.
- Specific sectors face challenges, for example eGaming firms struggle to recruit and growth is challenging for the creative industries due to their size and need for specific digital skills.
- It was reported that the perceived comfort in the current economic climate means that investing in the digital channel is not always seen as a priority, despite the risk to future growth. Industry were extremely worried by this and felt that Government should set the trend.
- Digital can no longer be seen as a sector or industry. The skills in this area serve the economy as a whole; not just tech companies or the creative industries.

Digital skills is a specific action plan within the Digital Framework and will be taken forward as part of that action plan. The Digital Framework sets out the strategic direction for the development of the digital economy<sup>6</sup> in Guernsey, over the next ten years.

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<sup>4</sup> Tech Partnership Employer Insights: Skills survey 2015: [https://www.thetechpartnership.com/globalassets/pdfs/research-2015/tec\\_employer\\_skill\\_survey\\_web.pdf](https://www.thetechpartnership.com/globalassets/pdfs/research-2015/tec_employer_skill_survey_web.pdf)

<sup>5</sup> Ibid

<sup>6</sup> “The ‘Digital Economy’ is a catch all term for the following sectors; IT support services, software engineers and developers, cyber security, artificial intelligence and automation, web developers, data centres, and data analytics, telecoms etc.” – States of Guernsey Digital Framework

## Skills Guernsey priorities

1. Support work steams through the Digital Framework to develop best in class digital skills, education and training.

## Action areas

| Action to take   | Lead Body  | Support   | Timeline   | Output  |
|--|--|---|--|---|
| Support the development of digital skills through the Digital Framework. This will focus on developing the digitally skilled workforce of the future, through five strategic aims. These are as follows:<br><br>1. Develop digital skills in the workforce, including through education curriculum development<br><br>2. Grow and support future digital leaders for the Island<br><br>3. Inspire the future workforce through clear career pathways into digital<br><br>4. Develop informed, collaborative partnership approach between industry and education<br><br>5. Encourage individuals with specialist digital skills to the Island to fill shortages | ESC<br><br><br><br>DGH<br><br><br>DGH<br><br><br>ESC<br><br><br>ED/Population Management | ESC (Education, GCFE, GTA)<br><br>DGH<br><br><br>Careers Guernsey | Next report on progress against the Digital Framework is April 2019<br><br><br><br>Ongoing - update in Q1 2019 | Action plans are articulated in the Digital Framework |

### 3. Innovation and entrepreneurship is needed to grow the economy

Although only briefly cited as a skills gap in the previous skills research papers, industry voiced a clear need for Guernsey's workforce to be innovative and for greater entrepreneurial growth to be encouraged. All sector interviews reported opportunity for further innovation in their sector, which could greatly benefit industry and create diversification and new opportunities for Guernsey's economy.

Industry raised concerns about Guernsey's willingness to invest in innovation and entrepreneurial growth, compared with UK initiatives<sup>7</sup>.

There is also expectation from industry for our school leavers to be more innovative. Two large business groups identified the need for entrepreneurship to be encouraged further in schools<sup>8</sup>, giving students and leavers the confidence to develop new ideas and be innovative.

There is a call for specialist networking forums where skills and knowledge can be shared, potentially developing a platform for mentoring opportunities.

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<sup>7</sup> <https://www.gov.uk/government/organisations/innovate-uk/about#our-strategy>

<sup>8</sup> Both Young Enterprise and the Channel Islands Student Business Challenge are currently ran through schools

## Skills Guernsey priorities

1. *Ensure a focus on developing innovation and entrepreneurship within firms, in partnership with industry.*
2. *Encourage government support towards innovative initiatives that enable skills development.*
3. *Work with industry to develop and signpost innovative initiatives within schools.*

## Action areas

| Action to take  | Lead Body                  | Support             | Timeline   | Output   |
|---|----------------------------|---------------------|--|--|
| Recognise the value of innovation to Guernsey's economy and therefore ensure a focus on development of innovation and entrepreneurship including: <ul style="list-style-type: none"><li>→ Opportunities to support local start-ups</li><li>→ Working with industry groups to develop ways to promote and enhance business-led innovation in Guernsey.</li></ul> | ED                         | DGH and Eagle Labs  | Implement new approach start-ups and scale-ups by end of Q4 2019 | Update on steps taken to be published in Q3 2019                       |
| Continue to facilitate industry engagement with education that supports the development of innovation and entrepreneurial skills in students. Signpost and promote these initiatives, to ensure students are aware of the opportunities that exist, and promote the opportunities for careers that exist in Guernsey.   | ESC (Education, GCFE, GTA) | Skills Guernsey GEA | Q1 2019  | Understand and report on current initiatives as part of the above work |

## 4. Attitudes and employability skills are still a concern

Discussions have shown a general confidence that Guernsey's school leavers do obtain the relevant technical skills needed to begin their roles. However, as reported in previous skills reports, attitudes and productivity were again raised as a concern surrounding the employability of young people, in particular in the 16-18 year old age band.

Employability skills<sup>9</sup> underpin the long-term success of the economy<sup>10</sup>. The Education Department's strategy for the provision of Careers Education, Information, Advice and Guidance (CEIAG) for schools/Post-16 in the Bailiwick of Guernsey 2015-2020 recognised the need to embed employability in the curriculum<sup>11</sup>. However, the following challenges are still being raised by employers recruiting school leavers:

- School leavers lack basic interview skills, and are unsure how to structure application forms/CVs when applying for jobs.
- Attitudes to work, and productivity levels remain a focus of recruitment. This was especially voiced as a concern by those employers that still recruit school leavers at GCSE level, commenting that younger staff often seemed unprepared for working life.
- School leavers entering office based roles lack basic business skills. Business appropriate communication skills and financial literacy were identified as skills that could be improved in school leavers.
- Attitudes towards work were also identified as a challenge in customer facing roles, as businesses reported that this often led to poor levels of customer service.

It is also important to consider those looking to change career later in life. Whilst some people will have a degree of choice about how and when this happens; others may find that they simply cannot continue doing what they were doing due to health reasons or because their work is not compatible with their family care responsibilities<sup>12</sup>. It is important to ensure that these individuals have appropriate access to training to support any career changes, and have the opportunity and guidance to develop their employability skills. The Job Centre currently offers a range of courses to support career changes, run through the GCFE, including ways to improve employability.

### Industry input

Discussions with industry presented clear opportunities for Skills Guernsey to work in partnership with industry on preparedness to work programmes and to promote career opportunities. A platform was sought that could coordinate and facilitate the opportunities which industry may be able to offer students to support their job search and employability, such as work experience, mentoring, job specific projects, and advice. It is suggested that this concept be considered further, including opportunities on how to connect with industry and promote career opportunities.

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<sup>9</sup> In 2012, Guernsey employers' top 5 employability skills were as follows: Communication skills; numeracy, literacy and ICT; positive, can-do-attitude; team working.

<sup>10</sup> [Skills Guernsey - The Skills required by Guernsey's future workforce, 2012](#)

<sup>11</sup> Careers Education, Information, Advice and Guidance Strategy, 2015-2020

<sup>12</sup> Longer Working Lives Policy - Career change, planning for the future and training

- This would support system change in education of T levels, a new technical based qualification system due to commence in 2020. T Levels, to be delivered locally through the GCFE, will require partnership with industry as curriculum focuses on delivering sector standards for technical skills, as well as employability developed through a partnership work placement approach.

### Skills Guernsey priorities

1. *Ensure continued recognition of the importance of a readiness for work, and feed in industry needs through Skills Guernsey to inform future curriculum development.*
2. *Consider and support training courses that help address skill gaps in basic work related tasks, as voiced by industry.*
3. *Keep ESS informed on requirements from industry to ensure training courses match the needs of those seeking a career change.*
4. *Understand how best to partner with industry, with a continued focus on employability skills.*

### Action areas

| Action to take  | Lead Body       | Supported by   | Timeline                | Output   |
|---|-----------------|--|-------------------------|--|
| Ensure a continued focus on employability skills as part of the curriculum. Consider and encourage opportunities for improving school leavers' skills in basic work related tasks, based on skill gaps voiced by industry.  | ESC             | (GTA) ESC (GCFE)                                     | Continual review        | Report setting out opportunities in schools to improve school leavers' skills in basic work related tasks based on feedback of requirements from employers |
| Skills Guernsey to work closely with ESS to ensure views of industry are fed into training courses provided to job seekers, and those needing support to change career.   | Skills Guernsey | ESS  | Ongoing                 | Skills Guernsey to provide input via ESS staff as work to implement the Longer Working Lives proposals is taken forward                                    |
| <p>Ensure continued relationship between ESC and industry in partnership on preparedness to work programs and ensure the needs of industry are coordinated to education. This should include:</p> <ul style="list-style-type: none"> <li>→ Continuation of programmes that support students preparing for the world of work, including the GWEx work experience programme, ensuring these opportunities are actively promoted to students.</li> <li>→ Exploring opportunities for a framework for industry partnership to promote and prepare for work in a variety of careers. Including opportunities for work related learning, through work based placements or job specific projects.</li> <li>→ Co-ordinating employer engagement with ESC to ensure effective use of resources to avoid duplication and ensure quality feedback, to support the work of Skills Guernsey and provide some exciting and innovative projects across pre-16 and post-16 learning.</li> </ul> | ESC             | <p>Careers Guernsey GWEx</p> <p>ED (BIS and DGH)</p> | Progress report Q2 2019 | Programme of ESC and industry engagement   |

## 5. Employers wish to see apprenticeships and work-based learning opportunities

Apprenticeships, supported locally through the Guernsey College of Further Education (GCFE), have long been used to train and prepare students for work, or those looking for a change of career. During 2017 and 2018 the Apprenticeship Scheme has been reviewed by the GCFE, and options to develop the Scheme's offering into new apprenticeship areas considered. The prospect for further work-based learning opportunities, access and funding of the courses has also been investigated.

During engagement with industry, concerns were raised that local course offerings can quickly become outdated, which can lead to lack of suitable skills training being offered. This has been recognised by the Construction Industry Forum (CIF), which works with the GCFE to develop construction courses and independently provides additional training if an area is not covered.

Discussions also identified opportunities for apprenticeships/ work-based learning in other industry sectors. In the UK a significant rise in the development and uptake of work-based learning is evident across all sectors, due in part to the rise in school leaving age.

- In particular, a key development route sought by retailers is a retail apprenticeship. Although retail is the third largest employment sector, there are concerns that retail is rarely seen as a viable or attractive career option. It is therefore felt that more could be done to support further professionalisation of the sector through training opportunities, ensuring these are actively promoted.
- Similar thoughts were voiced in relation to further development of a hospitality apprenticeship.

As a result of this GCFE review of the Apprenticeship Scheme, the Scheme is to be renamed The Guernsey Apprenticeship, and a number of new apprenticeships have been identified. These new courses were identified through engagement with industry, and will include the introduction of a retail apprenticeship. The new scheme will also look to be robust and attractive both to employers and their employees, and The Guernsey Apprenticeship will therefore consider the development and promotion of new sector pathways, when required by employers or to reflect employment trends. The review also recognised opportunity to reduce the duration of some existing apprenticeships, which will see apprentices becoming fully qualified in a shorter period of time.

A number of companies have their own work-based learning schemes, though training of staff varies depending on the philosophy of the business. Budget restrictions impact upon quality and experience for the learner, and a consistent approach between firms is not currently provided. Smaller employers in particular struggle to provide training for staff. Whilst budget restrictions remain a limitation, it is also difficult for these businesses to release employees for long periods of time.

## Skills Guernsey priorities

1. *Support promotion of the Guernsey Apprenticeship to ensure students and employers are aware of these career pathways.*
2. *Support the identification and development of future apprenticeships and other work based learning opportunities, ensuring the needs of industry continue to be recognised.*
3. *Continue to recognise the challenges businesses face training staff and support these, where possible, through course offering.*

## Action areas

| Action to take  | Lead Body              | Support          | Timeline      | Output   |
|---|------------------------|------------------|---------------|--|
| Consider opportunities to further promote the courses offered through the Guernsey Apprenticeship, to ensure that students and employers are aware of the training opportunities available in these work sectors and, where needed, that work is done to promote these pathways to students so they are aware of the career opportunities that exist. | ESC (GCFE)             | Careers Guernsey | Q4 2018       | Proposal for promotion of apprenticeship based opportunities in Guernsey                             |
| Continue to identify new apprenticeship areas, and work based learning opportunities, linked to an increased desire for higher level qualifications on Island and opportunities for learning incentives.  | ESC (GCFE and GTA)     | ED (BIS and DGH) | Annual Update | Annual update to Skills Guernsey on potential new course offerings                                   |
| Work in partnership with employers to develop validated programmes bespoke to the requirements of local industry and services.  | IHSCS                  | Skills Guernsey  |               |  |
| Consider opportunities for flexible training provisions, such as online or blended learning, to support the needs of small businesses and those looking to re-train whilst in employment or to support those looking to re-enter employment.  | ESC (GTA, GCFE, IHSCS) | ED (BIS)         | Q1 2019       | Short report on opportunities for flexible training provisions of work based learning qualifications |
| Ensure all actions tie in with work undertaken to consider lifelong learning methods and incentives, as included in topic area one, and to work with employers and education providers to establish a plan for delivering these.  |                        |                  |               |  |



## 6. The impact of the new Population Management Law

Launched in April 2017, the Population Management Law (PML) focuses on three license bands, short, medium and long term, which control the length of time an employee is able to remain on-Island.

Discussions with industry highlighted concerns over limitations caused by the introduction of the PML. The Population Management Office has undertaken further engagement with employers and industry to listen to feedback. An evident flexibility to the regime has also ensured the prioritisation of permits of individuals, meeting critical skill gaps.

Skills Guernsey aims to ensure the needs of industry continue to be recognised and fed into management, and further review, of the Population Management Law. To ensure this, Skills Guernsey will work closely with the Population Management Office, giving input where necessary and attending Population Review meetings.

### Skills Guernsey priorities

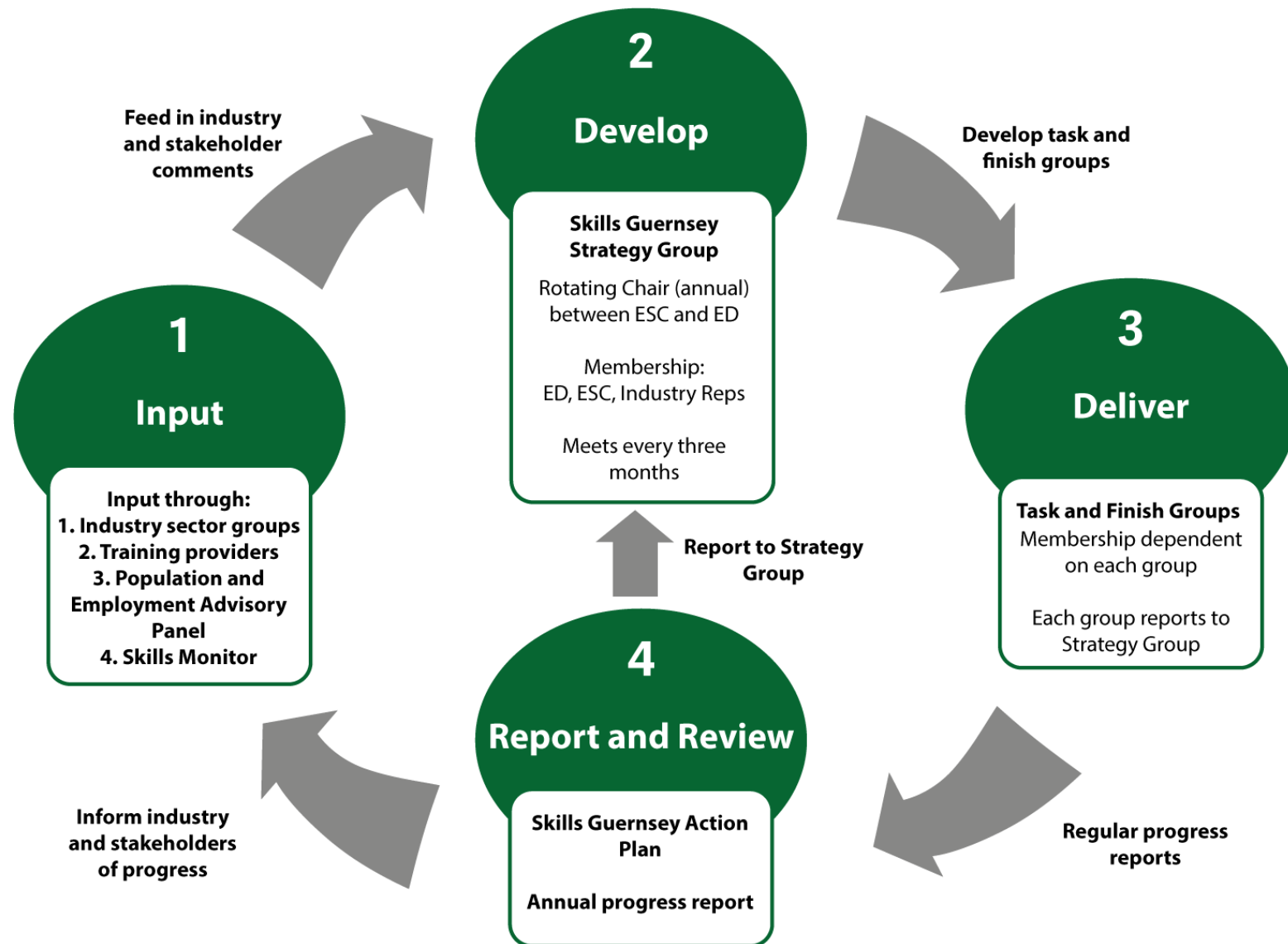
1. *Ensure Skills Guernsey works closely with the Population Management Office*

### Action areas

| Action to take  | Lead Body       | Support | Timeline   | Output               |
|---|-----------------|---------|--|----------------------|
| Ensure that Skills Guernsey continues to feed ideas into the application of the Population Management Law | Skills Guernsey |         | Provide input to the Strategic Review of Population Management | Submission to review |
| Skills Guernsey representative to attend regular Population Employment Advisory Panel meetings            | Skills Guernsey | PEAP    | Ongoing  | Attendance at PEAP   |

## Delivery & Review

As listed throughout, Skills Guernsey has identified a number of action areas to support skills development and address the needs of industry. To ensure a focus on delivering these actions, a new structure to Skills Guernsey is proposed.



## Skills Guernsey Strategy Group

The Skills Guernsey Strategy Group will comprise political and officer level representation from the Committees *for* Education, Sport & Culture and Economic Development, the two lead Committees for skills development, and also representation from industry. The Strategy Group will have overall oversight for the delivery of the action plan, and is responsible for its annual review.

## Task and Finish Groups

Each task and finish group will be established to progress individual action areas of the action plan. Membership of each group will vary depending on the action area, to ensure the right people, based on their experience and expertise, are involved to efficiently deliver the work. Actions will have an agreed delivery date, and each group will provide project updates to the Skills Guernsey Strategy Group.

## Stakeholders

Skills Guernsey understands the importance of working with stakeholders, whether officers from other States' Committees, industry or educational providers. Stakeholders will be invited to attend task and finish groups where necessary, to call on their expertise, and have ad hoc attendance on the Strategy Group when updates or their input is required. This will ensure specialist input is provided on all aspects of skills work and Skills Guernsey never works in silo from other Committees or external skill providers.

All stakeholders will also be invited to give input into further industry engagement, when a review of the action plan is undertaken.

## Engagement with industry

Continuous but structured engagement with industry is essential to ensure Skills Guernsey continues to understand the availability of skills in Guernsey, and can adjust and amend its action plan to address the concerns raised by industry.

To ensure the most effective engagement with industry, sector-specific groups will be established where possible. These groups will be used to structure course offerings provided by each training agency, and ensure skill and training demand for each sector can be discussed in one sector-specific group, rather than in various smaller groups as is currently the case.

A task and finish group to focus on how best to progress this issue will be established as soon as is possible.

## Feedback and review

Skills Guernsey recognises that the demand for skills is ever changing, and therefore commitment to continue to capture and review industry needs is essential. To enable this, Skills Guernsey will undertake an annual review of the action plan. This update will be supported by annual skills-related research, and through engagement with industry groups to continue to identify key themes and local challenges.

Skills Guernsey will also consider published research to understand, on a global context, predictions into the future of the workforce and future challenges that may face industry. This information will be used to understand the likely challenges that will face local businesses and their future skills demands.

All information collected as part of the annual review, will be summarised in a brief report to be shared with industry. This information will also be used to update the lead Committees and the Policy & Resources Committee.

## Resourcing

Skills Guernsey must ensure that appropriate staff resource is provided by the lead Committees. Resource will be used to provide project support on the various areas of the action plan and to support the annual review.

# Glossary of Terms

The various acronyms used throughout the Skills Guernsey Action Plan are defined here:

|                |  |
|----------------|--|
| <b>BIS</b>     | <b>Business, Innovation and Skills</b>                       |
| <b>DGH</b>     | <b>Digital Greenhouse</b>                                    |
| <b>ED</b>      | <b>Committee <i>for</i> Economic Development</b>             |
| <b>ESC</b>     | <b>Committee <i>for</i> Education, Sport &amp; Culture</b>   |
| <b>ESS</b>     | <b>Committee <i>for</i> Employment &amp; Social Security</b> |
| <b>GCFE</b>    | <b>Guernsey College of Further Education</b>                 |
| <b>GEA</b>     | <b>Guernsey Enterprise Agency</b>                            |
| <b>GTA</b>     | <b>GTA University Centre</b>                                 |
| <b>HSC</b>     | <b>Committee <i>for</i> Health &amp; Social Care</b>         |
| <b>IHSCS</b>   | <b>Institute of Health and Social Care Studies</b>           |
| <b>P&amp;R</b> | <b>Policy &amp; Resources Committee</b>                      |
| <b>PEAP</b>    | <b>Population Employment Advisory Panel</b>                  |
| <b>PML</b>     | <b>Population Management Law</b>                             |

# Appendix 1 - Strategic Aims - What does the Skills Guernsey Action Plan support?

## Policy & Resource Plan – Phase One Priorities

- ✓ Our Community
- ✓ Our Place in the World
- ✓ Our Economy

## Policy & Resource Plan – Policy Priorities

- ✓ Supporting the development of skills, talent and entrepreneurialism within firms and the workforce
- ✓ Developing the digitally skilled workforce of the future
- ✓ Improving Education Outcomes
- ✓ Lifelong Learning Policy

## Mandate of the Committee *for* Education, Sport & Culture

- ✓ Primary, secondary, further and higher education
- ✓ Apprenticeships
- ✓ Skills
- ✓ Lifelong learning

## Mandate of the Committee *for* Economic Development

- ✓ Business and sector development
- ✓ Labour skills necessary to sustain economic prosperity
- ✓ Competition, innovation, diversification and regulation in the economy

## States of Guernsey Economic Development Strategy

- ✓ Maintain the Economy
- ✓ Diversify and Grow
- ✓ Open for Business
- ✓ Monitoring the Economy

## Appendix 2 - Reviewing Guernsey's information on skills

Since 2010, the States of Guernsey has commissioned or conducted a series of research projects considering aspects of skills within the Guernsey economy. The following table provides a high level summary of each of the three pieces of research and compares the skills gaps identified in each.

| Skill                    | 2010<br>Frontier Economics<br>Upskilling Guernsey's<br>workforce             | 2011<br>Frontier Economics<br>Towards a Skills<br>Strategy          | 2014<br>BMG Research<br>Employer Skills Survey |   |                                   |
|--------------------------|--|---|--|---|-----------------------------------|
| Technical Skills         | ✓  | ✓   | X  | X | Skill gap/ Issue identified       |
| Literacy and Numeracy    | X  | X   | X  | ✓ | No skill gap/ No issue identified |
| Soft Skills:             |  |   |  | - | No data                           |
| Leadership               | X  | X   | X  |   |                                   |
| Management               | ✓  | X   | X  |   |                                   |
| Problem Solving          | -  | -   | X  |   |                                   |
| Motivation               | -  | X   | X  |   |                                   |
| Communication            | X  | X   | X  |   |                                   |
| Customer Service         | X  | X   | X  |   |                                   |
| Entrepreneurship         | -  | X   | X  |   |                                   |
| Innovation               | -  | X   | -  |   |                                   |
| Digital Skills           | -  | -   | -  |   |                                   |
| Training Available       | ✓  | ✓   | X  |   |                                   |
| School Leavers Skills    | -  | X   | X  |   |                                   |
| Recruitment difficulties | -  | X   | X  |   |                                   |
| <b>Research type</b>     | - Stakeholder Consultation<br>- Skills Survey                                | - Survey and Interviews<br>with business<br>representatives         | - Telephone<br>interviews                      |   |                                   |
| <b>Sample Size</b>       | 151 organisations<br>(22% of working population)<br>All key industry sectors | Represents 89% of all<br>Guernsey employment<br>and all key sectors | 318 Employers quota<br>sample                  |   |                                   |

## Workforce skill gaps

Earlier research undertaken (2010 and 2011) identified soft skills as the main area of concern, pointing to general gaps in competencies such as motivation levels, innovation, leadership, entrepreneurship, communication and customer handling skills.

Research undertaken in 2014 noted that a greater proportion of employers in Guernsey (29%, compared to 15% in the UK) reported skill gaps amongst their existing workforce. This finding was particularly noted in larger employers and in the finance sector:

- A quarter of staff not fully proficient were in admin and secretarial roles, with the professional occupations next most likely to need further skill development;
- Technical, practical and job specific skills were most frequently mentioned as skills lacking in the existing workforce, particularly construction and production;
- Firms identified that partially completed training and labour turnover (new to the role) were core reasons for skill gaps; and
- All sectors reported generic skill gaps in the following areas: skills missing in leadership, management, organisation, problem solving, and communications skills.

## Training opportunities

The majority (76%) of Guernsey employers funded or arranged training for employees. The area with the lowest levels of training undertaken was the wholesale, retail & repair sector.

In 2014 one in four employers reported areas of training that were lacking in Guernsey. Whilst this was common across the economy, particular concern existed in the IT/ computers; finance/ accountancy/ tax; food/ hospitality; healthcare; and sales/ customer service sectors.

Small businesses were the least likely to engage with external training providers due to issues with funding or staff release.

## Recruitment skill gaps

In 2014, 14% of Guernsey employers experienced recruitment difficulties due to a skill shortage. Two-thirds of employers who had current vacancies reported at least some of them as being hard-to-fill. The most frequently cited recruitment gaps were technical, practical or job-specific skills, but at least half of firms also cited issues in obtaining candidates with planning and organisation, problem solving and management skills.

All research conducted raised concerns about Guernsey's young labour supply and the degree to which young people were equipped for work. In particular, poor attitudes and low motivation were seen as a particular issue amongst 16 to 18 year olds. University and higher education leavers were reported as better prepared for the workplace, but some were reported to lack the relevant skills or competencies.