

Newport Well-being Plan

Right Skills Review

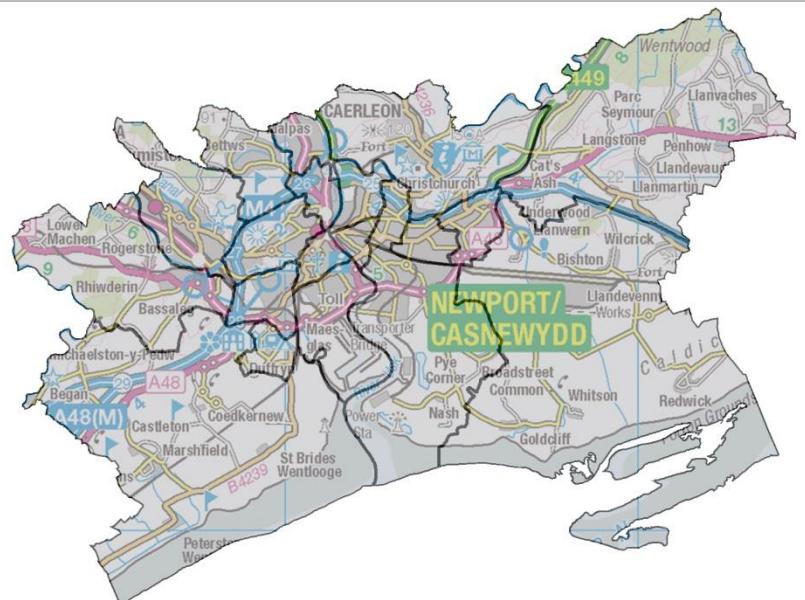


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I: Introduction

In May 2018, the Well-being Plan was published. Since that time, the Public Services Board (PSB) Right Skills Intervention Group has been working to deliver Steps the plan.

Between July to October 2020, the Right Skills Board reviewed the intervention to ensure that the work responds to changing circumstances in line with the PSB's Board Development Action Plan. The PSB had also asked Intervention leads to review Well-being Plan objectives and intervention work in the light of Covid-19 impacts and recommendations contained in the Future Generations Commissioner's Annual Report.

Review Timetable

The Board reviewed the Right Skills intervention at three meetings held on 24th July, 23rd September and 14th October 2020.

Right Skills Board

Meetings to review the work of the intervention were attended by:

- Guy Lacey – Coleg Gwent
- Stephen Tiley – Gwent Association of Voluntary Organisations
- Karyn Keane – Newport City Council
- Francis Cowe – University of South Wales
- Daniel Madge – Aneurin Bevan University Health Board
- Tracey Brookes – Newport City Council
- Mikki Down – Careers Wales
- Joanne O'Keefe – National Training Federation for Wales
- Arwel Rees-Taylor – Y Ffurwm Iaith
- Mike Lewis – Newport City Council
- Nicola Cunningham – Aneurin Bevan University Health Board
- Tim Crompton – Y Ddraig (on behalf of Newport Third Sector Partnership)
- Lana Pearce – Newport City Council
- Mark Tucker – John Frost School
- Paty Wysom – Careers Wales
- Huw Wilkinson – Cardiff Capital Region City Deal Regional Skills Partnership
- Nicola Dance – Newport City Council
- Maddy Cameron – Newport City Council
- Right Skills Board members Sarah Masterton (Department for Work and Pensions) and Dylan Jones Evans (Newport Economic Network) also received discussion papers but were unable to attend meetings.

II: One Newport PSB Well-being Plan

Local Well-being Plan

Newport's [Local Well-being Plan](#) has four Well-being Objectives as follows:

- People feel good about living, working, visiting and investing in Newport
- People and communities are friendly, confident and empowered to improve their well-being
- Newport has healthy, safe and resilient environments
- People have skills and opportunities to find suitable work and contribute to sustainable economic growth

Also contained in the plan is a set of 13 priorities. These are:

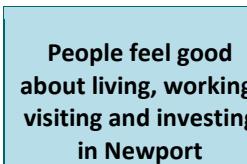
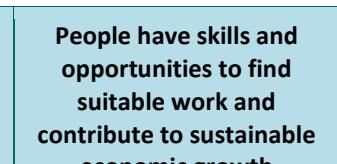
1. Improve the perceptions of Newport as a place to live, work, visit and invest;
2. Drive up skill levels for economic and social well-being;
3. Support regeneration and economic growth;
4. Provide children and young people with the best possible start in life;
5. Long and healthy lives for all;
6. Ensuring people feel safe in their communities;
7. People have access to stable homes in a sustainable supportive community;
8. People feel part of their community and have a sense of belonging;
9. Participation in sports and physical activity is important for people's well-being;
10. Participation in arts, heritage and history is important for people's well-being;
11. Newport has a clean and safe environment for people to use and enjoy;
12. Improve Air Quality across the city;
13. Communities are resilient to climate change;

From the 13 priorities, five cross cutting interventions were developed by the PSB to maximise the contribution to the priorities and the well-being goals. These are:

- The Newport "Offer"
- Strong Resilient Communities
- Right Skills
- Green & Safe Spaces
- Sustainable Travel

Right Skills Intervention

The Right Skills intervention has a vision and a series of short, medium and long term steps to deliver. The Steps were derived from engagement workshops with stakeholders and a consultation process. The description of the Right Skills intervention and the Steps are as follows:

Right Skills	People can access skills and education programmes that align with current and future local employment opportunities, enabling individuals and the city's economy to achieve their potential.									
	Which Well-being Goals does this contribute to?	 A prosperous Wales	 A resilient Wales	 A healthier Wales	 A more equal Wales	 A Wales of cohesive communities	 A Wales of vibrant culture and thriving Welsh language			
	Which Well-being Objectives does this contribute to?	 People feel good about living, working, visiting and investing in Newport	 People have skills and opportunities to find suitable work and contribute to sustainable economic growth	 People and communities are friendly, confident and empowered to improve their well-being	 Newport has healthy, safe and resilient environments					
Which Priorities does this contribute to?		<p>4) Provide children and young people with the best start in life: The first three years of life are particularly important for healthy development due to the fast rate of neurological growth that occurs during this period. Investing in the first years of a child's life improves outcomes for them throughout the rest of their lives. This is why developing skills at this early age is important.</p> <p>5) Long and healthy lives for all: Engaging children in education and giving them the skills they need will help them reach their potential in later life. Employment is a key determinant of health. People living in material deprivation are less likely to be healthy. Therefore supporting people to acquire the skills they need to find work and to reach their potential may also contribute towards reducing health inequalities.</p> <p>6) Ensuring people feel safe in their communities: Having qualifications, employment and a career can divert people from crime and ASB.</p> <p>8) People feel part of their community and have a sense of belonging: A person's ability to achieve their potential may help them engage more positively in their communities. Opportunities for volunteering and apprenticeships in the community can lead to improved mental and physical health, better levels of educational attainment, skills and employment.</p>								
<p>1) Improve the perceptions of Newport as a place to work, visit and invest in;</p> <p>2) Drive up skills for economic and social well-being: The availability of high quality education, training and career pathways that meet the needs of business will increase Newport's attractiveness as a place to locate business and to study. A business's capacity for growth will depend in part on its ability to recruit people with the skills it needs; a business decision on where to locate will be influenced to a degree by the skills available in the local workforce. Economic forecasts have identified future trends such as the increasing skills demands of employers and the contraction of unskilled and semi-skilled occupations. In order to remain competitive the Newport workforce will need to respond to the skills demands of business and individuals will need to possess the right skills to enable them to benefit from new employment opportunities.</p>										
<p>3) Support regeneration and economic growth: Regeneration schemes can play an important role in skills development, including apprenticeships, particularly during the construction phase and for certain sectors and client groups.</p>										

What steps will we take?		
Short term (0-5 years)	Medium Term (5-10 years)	Long Term (10-25 years)
<p><i>Education providers and employers will work together to:</i></p> <ul style="list-style-type: none"> • fully understand skills needs for the Newport area (including future growth areas and skills gaps). • address skills needs for Newport's existing and future workforce. 	<p><i>Continue to develop appropriate provision for people from a range of circumstances, addressing and seeking to prevent disadvantage.</i></p>	<p><i>Continue to ensure skills and education help individuals, employers and the city economy reach their potential.</i></p>
<p><i>Ensure young people leave school with the support, adaptable skills and confidence to successfully enter work, training or education. Schools and employers work together to enable young people to have the skills to be ready for work.</i></p>	<p><i>Collectively, further, higher and community education adapt delivery models to meet the upskilling need of both the unemployed and those already in work (e.g. increased part-time, modularised and independent learning provision)</i></p>	<p><i>Continue to develop skills and education provision in line with the vision for the city.</i></p>
<p><i>Ensure people have an understanding of local skills priorities / significant capital investments in the area, and the employment / career opportunities they present.</i></p>		
<p><i>Collaborative development of career pathways across all partners (e.g. apprenticeships).</i></p>	<p><i>Give every young person in Newport the opportunity to engage with employers as early as possible and by the age of 15</i></p>	
<p><i>Develop appropriate provision for people from a range of circumstances, addressing and seeking to prevent disadvantage.</i></p>		
<p><i>Seek to maximise training opportunities from large scale infrastructure projects.</i></p>		
<p><i>Use the resources within the University of South Wales Early Years and Social Care Team, the Adverse Childhood Experiences (ACEs) Hub and other key partners to improve early years skills development.</i></p>		

How will we measure success?	National Indicators	Other Indicators
	7) % of pupils who have achieved level 2 threshold	<ul style="list-style-type: none"> • % of children living in low income families
City level and local outcome indicators the PSB will seek to impact on:	8) % of adults with qualifications at the different levels of the National Qualification Framework	<ul style="list-style-type: none"> • % of children living in workless households
	10) Gross disposable household income per head	<ul style="list-style-type: none"> • % of working age people who are claimants
	16) % of people in employment who are have permanent contracts (or temporary contracts not seeking permanent employment) who earn more than 2/3 of the UK median wage	<ul style="list-style-type: none"> • Job seekers allowance claimants
	17) Gender pay difference	<ul style="list-style-type: none"> • % of youth claimants
	20) % of people moderately or very satisfied with their jobs	<ul style="list-style-type: none"> • % of year 11/13 schools leavers that are not in education, employment or training
	37. % of people who can speak Welsh.	<ul style="list-style-type: none"> • % of pupil level achievement at different key stages

III: Review of Right Skills Intervention

In June 2020, Welsh Government wrote to PSBs regarding their role in the recovery from Covid-19 and suggested that, in the light of the pandemic, they reflect on whether the objectives in local well-being plans still have the right focus. The Covid-19 Pandemic delayed the progress of Well-being Plan work in Newport, including on Right Skills, as partners worked together on the pandemic emergency. The PSB Right Skills Board started to meet again in July 2020 and took the opportunity to reflect on progress made and to discuss whether any amendments needed to be made to the skills-related Well-being Objective and the Right Skills vision, steps and actions.

a) Context for Right Skills work

At a meeting on 24th July, partners considered the wider context for the Right Skills work as follows:

- Newport City Council's Economic Recovery Paper outlining the impact of Covid-19 on Newport's economy, potential areas for future growth and skills implications.
- Recommendations in the Future Generations Commissioner's Annual Report relating to Skills for the Future.
- Audit Wales Review of PSBs
- The focus of Cardiff Capital Region Regional Skills Partnership
- Right Skills Board progress to date

Context for Right Skills work

WFG Act: 7 Well-being goals <ul style="list-style-type: none">• A prosperous Wales• A resilient Wales• A healthier Wales• A more equal Wales• A Wales of cohesive communities• Wales of vibrant culture and Welsh language• A globally responsible Wales 5 Ways of Working <ul style="list-style-type: none">• Long Term• Prevention• Collaboration• Integration• Involvement	FG Commissioners annual report 2020 (Skills for the Future) <ul style="list-style-type: none">• Skills is not just about economic well-being and a Prosperous Wales• Integration across Well-being objectives• Long term horizon scanning; not just today's economy• Champion softer skills and work experience• Embrace lifelong learning / community learning• Flexible to demographic change – older workforce; equalities; increase Welsh speakers• Skills for digital and low carbon economies• Technology changing how we live & work• Job ladders and job switching in organisations	FG Commissioners Journey Checkers for Public Bodies (Skills for the Future) <ul style="list-style-type: none">• Through technological change, process-based jobs are at greatest risk, especially 'white collar' roles.• Creativity and problem solving in complex contexts will be increasingly valuable skills.• Increased technology may disadvantage already economically deprived places and have gender implications	NCC target sectors post-Covid 19 <ul style="list-style-type: none">• ICT• life sciences• advanced manufacturing• financial & professional services• healthcare	RSP target sectors post-Covid 19 Original target sectors remain: <ul style="list-style-type: none">• Advanced Manufacturing and Engineering• Compound Semi-conductors• Construction• Creative industries• Digital Technologies• Foundational Economy But accelerate efforts on building clusters around med-tech, compound semi-conductors, data/AI, infrastructure, fin-tech and energy	Audit Wales <ul style="list-style-type: none">• Equalities considerations• Welsh language considerations	Covid-19 impacts include: <ul style="list-style-type: none">• Business closures and job losses (tourism and hospitality sectors particularly adversely affected)}• Change in delivery methods for education during lockdown• Digital exclusion for some• Desire for green recovery
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Progress

Right Skills steps	Progress to date
<p>Education providers and employers work together to:</p> <ul style="list-style-type: none"> • Fully understand skills needs for the Newport area (including future growth areas and skills gaps) • Address skills needs for Newport's existing and future workforce. 	<p>Consideration of Newport Labour Market Intelligence available through Data Cymru / EMSI</p> <p>Development of Newport Commitment Employer Pledge</p>
<p>Ensure young people leave school with the support, adaptable skills and confidence to successfully enter work, training or education. Schools and employers work together to enable young people to have the skills to be ready for work</p>	<p>Delivery of Youth Engagement and Progression Framework. In 2019 Newport achieved the second lowest Year 11 NEET numbers in Wales</p> <p>Workshop with Head teachers to explore their business links and information used to develop a directory of work related activities in schools.</p> <p>Researched social media to find out more about the activities that schools and businesses were involved in</p> <p>Many schools have identified a named ambassador as the first point of contact for employers.</p> <p>Grant funded project delivered to prevent disadvantage to Service children in Newport schools resulting from deployment/mobility. This work is being taken forward on a regional basis.</p>
<p>Seek to maximise training opportunities from large scale infrastructure projects</p>	<p>NCC developed an "Ask" of suppliers to secure skills-related community benefit.</p>
<p>Ensure people have an understanding of local skills priorities/significant capital investments in the area, and the employment/career opportunities they present.</p>	<p>Expansion of Newport Jobs Fair including increased participation by PSB members.</p> <p>STEM Careers event at Coleg Gwent Newport campus.</p> <p>Expansion of Adult Learners Week in Newport in 2019.</p> <p>Initial development of a Virtual Digital Careers Week for Year 9 students.</p>
<p>Collaborative development of career pathways across all partners (e.g. apprenticeships)</p>	<p>Differences in employer terms and conditions among PSB members has hampered development of a shared apprenticeships scheme.</p>

<p>Develop appropriate provision for people from a range of circumstances, addressing and seeking to prevent disadvantage.</p>	<p>Careers Wales and Department for Work and Pensions now offer advice and support at Newport City Council neighbourhood hubs.</p> <p>Funding secured for Reach /Restart project to refugees and asylum seekers (ESOL and employability support). ESOL hub established at Newport Central Library. Based on successful first year, further funding secured to extend the project for an additional 12 months to December 2021.</p> <p>Development of Screen Sector Masterclass with Ffilm Cymru with a focus on BAME and unemployed young adults.</p>
<p>Use the resources within the University of South Wales Early Years and Social Care Team, the ACEs Hub and other key partners to develop preventative approaches to improve early years' development.</p>	<p>Integrated early years project developed and approved for Welsh Government funding. Implementation underway. This initiative is now reporting into the Strong Resilient Communities intervention.</p>

b) Review of Skills-related Well-being Objective

Well-being Objective

People have skills and opportunities to find suitable work and contribute to sustainable economic growth

At a meeting on 23rd September Right Skills partners reviewed the skills-related Well-being Objective in light of the context in Section a) above. Comments were made as follows:

- *The objective focuses too much on the economy and “A Prosperous Wales” Well-being Goal.*
- *The objective should reflect other aspects of well-being; people should also be equipped with the skills and knowledge to ensure that the city’s environment, culture and communities thrive alongside the economy.*
- *The objective should be more closely integrated with the other objectives in the Plan.*
- *The Objective should recognise the importance of individual growth and development.*
- *Important to retain “opportunities” for people in the Objective*

The Board agreed to propose to the PSB that the Well-being Objective be changed to:

People have the skills and opportunities they need to develop, prosper and contribute to a thriving city.

c) Review of Right Skills Vision

Vision

People can access skills and education programmes that align with current and future local employment opportunities, enabling individuals and the city’s economy to achieve their potential

Partners reviewed the relevance of the Right Skills vision in the light of the context in section a) above and provided comments as follows:

- *The focus is solely on the economy and securing employment and should be broadened to include other aspects of well-being.*
- *The intervention should take account of the desire for a green recovery in Wales and the role of carbon and eco-literacy in this.*
- *There should be a focus on “individuals” and “communities” achieving their potential rather than referencing the city’s economy in particular.*
- *Important to retain “future as well as current employment opportunities”.*

- Reflect in the vision the importance of economic growth being “sustainable” and not detrimental to other aspects of well-being
- The Future Generations Commissioner uses the term a “life well lived” which can encompass many aspects of well-being

The Board agreed to propose to the PSB that the Right Skills vision be amended to.

People can access skills and education programmes that support a life well-lived and align with sustainable current and future local employment opportunities, enabling individuals and communities to achieve their potential.

d) Review of Right Skills Steps

Steps	Short term (0-5 years)	Medium Term (5-10 years)	Long Term (10-25 years)
1. Education providers and employers will work together to:	<ul style="list-style-type: none"> • fully understand skills needs for the Newport area (including future growth areas and skills gaps). • address skills needs for Newport's existing and future workforce. 	Continue to develop appropriate provision for people from a range of circumstances, addressing and seeking to prevent disadvantage.	Continue to ensure skills and education help individuals, employers and the city economy reach their potential.
2. Ensure young people leave school with the support, adaptable skills and confidence to successfully enter work, training or education. Schools and employers work together to enable young people to have the skills to be ready for work.		Collectively, further, higher and community education adapt delivery models to meet the upskilling need of both the unemployed and those already in work (e.g. increased part-time, modularised and independent learning provision)	Continue to develop skills and education provision in line with the vision for the city.
3. Ensure people have an understanding of local skills priorities / significant capital investments in the area, and the employment / career opportunities they present.			
4. Collaborative development of career pathways across all partners (e.g. apprenticeships).		Give every young person in Newport the opportunity to engage with employers as early as possible and by the age of 15	
5. Develop appropriate provision for people from a range of circumstances, addressing and seeking to prevent disadvantage.			
6. Seek to maximise training opportunities from large scale infrastructure projects.			
7. Use the resources within the University of South Wales Early Years and Social Care Team, the Adverse Childhood Experiences (ACEs) Hub and other key partners to improve early years skills development.			

Partners reviewed the relevance of the Right Skills steps and were asked what else should be considered for the future. The following comments were made:

- *Step 7 relating to ACES and Early Years also appears in the Strong Resilient Communities. An integrated early years project has been approved for Welsh Government funding and is now underway, reporting into the Strong Resilient Communities intervention. Although there may still be some overlap with Right Skills work, duplication would be removed by this whole Step being delivered by Strong Resilient Communities. This has been noted previously by the PSB*
- *Step 6 relates to maximising training opportunities from infrastructure projects, however there are none in the local area currently which impacts delivery of this Step..*
- *Under Step 4, it had not been possible to deliver a shared apprentice scheme for PSB members due to the range of different terms and conditions. However, there may be other opportunities such as a work experience scheme or a shared Jobs Notice Board.*
- *The Steps are quite detailed and specific and there is some overlap between them.*
- *Without losing the intention behind them and respecting that they stem from consultation feedback, the existing Steps could be broadly grouped into two areas: Steps which are aimed at skills development in line with economic prosperity; Steps which address disadvantage and support equality of opportunity. This would give more coherence to the Steps and allow for more cross-cutting activity that delivers more broadly.*
- *A new Step and activity needs to be added that promotes skills development relevant to environmental, social and cultural well-being, contributing to a life well-lived.*
- *Activity should reflect the importance of skills to support a green recovery from the pandemic.*
- *Reflect the importance of addressing digital exclusion which had been highlighted as an issue by the pandemic.*
- *Activity should take account of the Future Generations Commissioner's recommendation that public bodies and boards embrace lifelong learning and community learning*
- *Discussion about whether Steps should be about economic growth or economic development. Some partners noted that existing strategies refer to economic growth for Newport; others felt that economic development may better acknowledge the need to consider sustainability alongside the economy. Since opinion on this was divided, it was agreed the Right Skills leads would take a view on this. (The Intervention leads subsequently decided to use the term economic growth on the basis that one of the Well-being Plan priorities the intervention supports is "Support regeneration and economic growth", the National Development Framework identifies Newport as an area for economic growth and Newport has a published Economic Growth Strategy.)*

- Need to ensure Welsh language and equalities considerations are embedded in activity.

The Group agreed to recommend to the PSB that the Steps be combined as follows and that a new Step be added regarding skills development that supports environmental, cultural and social well-being. Re-affirm that Step 7 is led by the Strong Resilient Communities Group.

Short term (0-5 years)	Proposed Combined Steps
<p><i>Education providers and employers will work together to:</i></p> <ul style="list-style-type: none"> • fully understand skills needs for the Newport area (including future growth areas and skills gaps). • address skills needs for Newport's existing and future workforce. 	<i>Understand and address the skills needs required for the city's economic growth, enabling Newport residents to secure decent work now and in the longer term.</i>
<i>Ensure young people leave school with the support, adaptable skills and confidence to successfully enter work, training or education. Schools and employers work together to enable young people to have the skills to be ready for work.</i>	
<i>Ensure people have an understanding of local skills priorities / significant capital investments in the area, and the employment / career opportunities they present.</i>	
<i>Seek to maximise training opportunities from large scale infrastructure projects.</i>	
<i>Develop appropriate provision for people from a range of circumstances, addressing and seeking to prevent disadvantage.</i>	<i>Develop actions to address disadvantage and promote wider equality of opportunity for under-represented groups within the workforce.</i>
<i>Collaborative development of career pathways across all partners (e.g. apprenticeships).</i>	
<i>Use the resources within the University of South Wales Early Years and Social Care Team, the Adverse Childhood Experiences (ACEs) Hub and other key partners to improve early years skills development.</i>	This Step to be led by Strong Resilient Communities to remove duplication
	NEW Step: <i>Develop and promote community-based lifelong learning that will benefit long term environmental, cultural and social well-being in the city.</i>

The Group was asked to consider what actions should be considered going forward under each Step. The following actions were agreed:

Step 1: Understand and address the skills needs required for the city's economic growth, enabling Newport residents to secure decent work now and in the longer term.

Actions:

1. Carry out a skills demand audit (using available Labour Market Intelligence)
2. Conduct a survey of key City employers to determine what skills they identify as critical to growth
3. Research residents' attitudes to the availability of training
4. Review Ash Futures work on Skills for the Future
5. Sector based initiative – Digital event for schools

Step 2: Develop actions to address disadvantage and promote wider equality of opportunity for under-represented groups within the workforce

Actions:

1. Propose PSB employer pledge (identify appropriate 3rd party scheme to be adopted)
2. Identify lead community groups and survey opinion
3. Arrange PSB 'jobs notice board' to be shared with community groups
4. PSB work experience programme
5. Youth Engagement and Progression Framework
6. Film Sector Masterclass for under-represented groups

Step 3: Develop and promote community-based lifelong learning that will benefit long term environmental, cultural and social well-being in the city.

Actions:

1. Task Adult Community Learning group to develop an action (consideration of digital literacy, carbon and eco literacy, financial capability)
2. PSB to promote ACL to employees – devise shared marketing plan.
3. Reach project

All steps

- Revisit Performance measures

IV: Agreement by the PSB

The review and amendments to the Right Skills Intervention were presented to PSB for agreement on 8th December 2020. The PSB agreed the changes with the additions of “sustainable” to the Well-being Objective and changing “People” to “Everyone”. The revised Well-being Objective is therefore:

Everyone has the skills and opportunities they need to develop, prosper and contribute to a thriving, sustainable city.

V: Summary of Agreed Changes

The new Well-being Objective, revised vision Steps and actions for the Right Skills intervention, agreed by the Public Services Board on 8th December 2020 are set out below:

Revised Well-being Objective

Well-being Objective

Everyone has the skills and opportunities they need to develop, prosper and contribute to a thriving, sustainable city

Revised Vision

Vision

People can access skills and education programmes that support a life well-lived and align with sustainable current and future local employment opportunities, enabling individuals and communities to achieve their potential.

Revised Steps and Actions

<p>Step 1: Understand and address the skills needs required for the city's economic growth, enabling Newport residents to secure decent work now and in the longer term.</p>		
<p>Short term (0-5 years: 2018-23)</p>	<p>Medium term (5-10 years: 2023-28)</p>	<p>Long term (10-25 years: 2028-43)</p>
<ul style="list-style-type: none"> • Carry out a skills demand audit (using available LMI) • Conduct a survey of key City employers to determine what skills they identify as critical to growth • Research residents' attitudes to the availability of training • Review Ash Futures work on Skills for the Future • Sector based initiatives – Digital Careers event for schools 	<ul style="list-style-type: none"> • Collectively, further, higher and community education adapt delivery models to meet the upskilling need of both the unemployed and those already in work • Give every young person in Newport the opportunity to engage with employers as early as possible and by the age of 15 	<ul style="list-style-type: none"> • Continue to ensure skills and education help individuals, employers and the city economy reach their potential.

<p>Step 2: Develop actions to address disadvantage and promote wider equality of opportunity for under-represented groups within the workforce</p>		
<p>Short term (0-5 years: 2018-23)</p>	<p>Medium term (5-10 years: 2023-28)</p>	<p>Long term (10-25 years: 2028-43)</p>
<ul style="list-style-type: none"> • Develop PSB employer pledge • Develop PSB work experience Programme • Arrange PSB 'jobs notice board' to be shared with community groups 	<p>Review progress and continue to develop actions to address disadvantage and promote wider equality of opportunity for under-represented groups within the workforce</p>	<ul style="list-style-type: none"> • Continue to address disadvantage and promote equality of opportunity

<ul style="list-style-type: none"> Identify lead community groups and survey opinion Deliver Youth Engagement and Progression Framework Film Sector Masterclass 		
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Step 3: Develop and promote community-based lifelong learning that will benefit long term environmental, cultural and social well-being in the city.		
Short term (0-5 years: 2018-23)	Medium term (5-10 years: 2023-28)	Long term (10-25 years: 2028-43)
<ul style="list-style-type: none"> Task Adult Community Learning (ACL) group to develop an action – consider of digital literacy, carbon literacy, financial capability provision PSB to promote ACL to employees – devise shared marketing plan. Deliver REACH / Restart programme supporting skills development and community integration 	<p>Review progress and continue to develop community-based lifelong learning that will benefit long term environmental, cultural and social well-being.</p>	<ul style="list-style-type: none"> Continue to develop skills and education provision in line with the vision for the city.

