



DEVELOPERS HANDBOOK FOR COMMUNITY EMPLOYMENT PLANS

 **xLEP** Skills

September 2023

1. What is a Community Employment Plan?**1****2. Why are Community Employment Plans important?****2****3. What is in a Community Employment Plan?****3****4. Integrating Green Skills in a Community Employment Plan****8****5. How can OxLEP Skills support you?****12****6. Planning Process -****Recommended Best Practice and Checklist****13****Appendix****14**

1

WHAT IS A COMMUNITY EMPLOYMENT PLAN?

Community Employment Plans (CEPs) aim to enhance training, employment and skills opportunities resulting from major development and generate inclusive economic activities for local communities in Oxfordshire. They can be a planning requirement across the Local Planning Authorities and can be sought either as a planning condition or as a Section –106 (S106) obligation for the construction phase and/or the end-use phase of the development.

Typically plans consider how the development can offer apprenticeships, meaningful work placements, entry-level training, or further qualifications to local communities. They also consider how to promote the use of local supply chains and labour, social enterprises and volunteering.

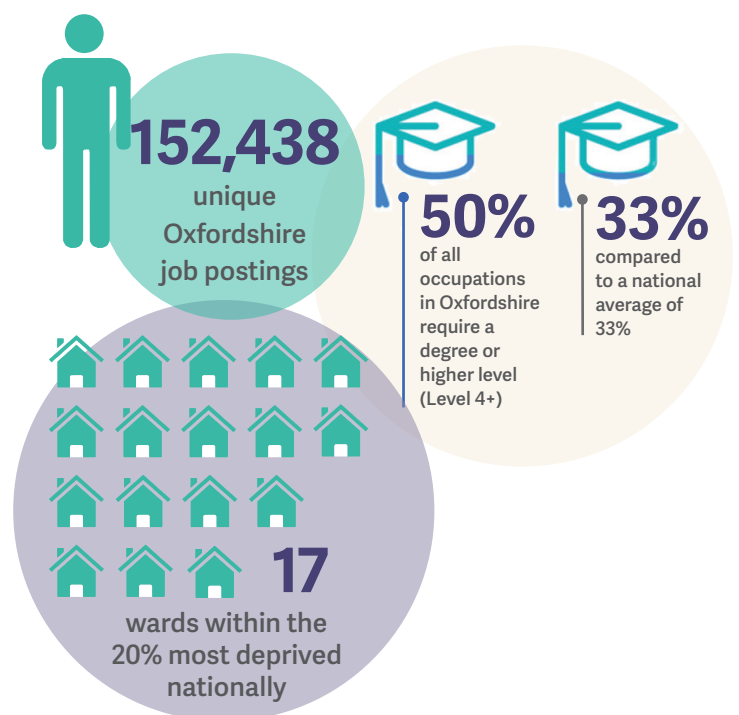


2

WHY ARE COMMUNITY EMPLOYMENT PLANS IMPORTANT?

The Oxfordshire Skills Board, convened by OxLEP Skills, recommends the use of CEPs to address some of the labour and skills challenges which are unique to the region including:

- ▶ Oxfordshire traditionally experiences a tight labour market meaning increased competition for a skilled workforce.
- ▶ Greatest competition is experienced in high-skilled senior roles and elementary roles which are associated with Oxfordshire's main industries in Science & Research; Education; Logistics; Computing and Construction.
- ▶ 50% of all occupations in Oxfordshire require a degree or higher level (Level 4+), compared to a national average of 33%. This can exclude a large proportion of the local population from advertised vacancies.
- ▶ Oxfordshire contains 17 areas which are identified as experiencing employment, income and education deprivation, making it one of the most unequal places to live in the UK.
- ▶ Unemployment has increased amongst those aged 50+ following the Covid-19 pandemic. Attracting workers back to the workforce from this group and retaining current workforce requires upskilling or reskilling opportunities.



- ▶ The CEP Evidence Paper 2023 updates the evidence and context for Community Employment Plans. The Future Oxfordshire Partnership, formerly known as the Oxfordshire Growth Hub, endorsed the original evidence paper in 2017, You can access the most recent paper at the [OxLEP Skills](#) website.

3

WHAT'S IN A COMMUNITY EMPLOYMENT PLAN?

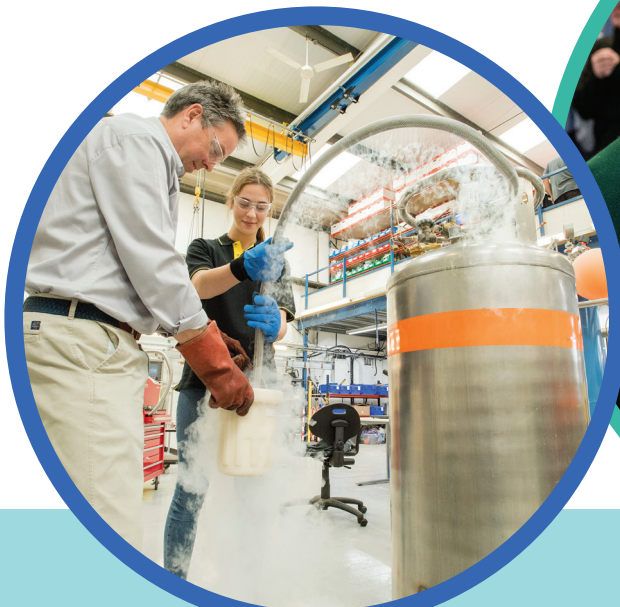
CEPs are developer-led and should aim to maximise, where possible, inclusive economic outcomes relating to employment, education, skills, and communities.

If the employer or developer is unknown, it is recommended that the site promoter is engaged in the CEP process so that skills and training commitments are included within any tendering process.

CEPs are delivered by the employer with guidance from the Economic Development Team within the Local Authority and OxLEP Skills.

CEPs cover four themes which are detailed on the following pages:

- 1) Local labour, supply chain and procurement
- 2) Engaging with education
- 3) Apprenticeships and training opportunities
- 4) Inclusive economic activities and communities





Theme 1: Local labour, supply chain and procurement

Local Authorities have ambitions to create sustainable places where there are jobs alongside homes. Using local labour and supply chains supports this ambition and produces many benefits for the developer such as lower costs and lower carbon emissions. It is also a clear commitment that demonstrates your investment in the local community and economy.

Developers can encourage local employment opportunities by engaging the local supply chain through procurement events, committing to award a percentage of contracts to local suppliers or maintaining a percentage of local workers. Monitoring jobs and local labour which have been created or maintained by the project helps demonstrate the local economic value resulting from the development.

CEP measurements could include:

- **Number of Oxfordshire Full Time Equivalent (FTE) hired** throughout the development duration;
- **Total spend with local supply chain** including with social enterprises;
- **Number of local supply chain or Meet the Buyer events** supported;
- Evidencing **fair pay initiatives** such as the [Living Wage](#) or the [Oxford Living Wage](#).

Developer and Employer Considerations

- Consider appointing a dedicated Employment Co-ordinator or Social Value Co-ordinator. A co-ordinator can act as the point of contact for referral agencies and ensure vacancies reach local employment organisations which support those furthest from the labour market.
- Consider where you are advertising vacancies and how you are targeting local residents. Can you attend local job fayres, hold local supply chain events or attend local schools and colleges to share opportunities? Contact your Local Authority's Economic Development Team or OxLEP Skills for information about local events.
- Procurement clauses or performance measures for suppliers and contractors can support your aims as a developer. [Supply Chain Sustainability School](#) provides a range of resources for anyone working in the built environment to help implement a sustainable procurement strategy and identify indicators that can be used for performance measurement.



Theme 2: Engaging with Education

The eight [Gatsby Benchmarks](#) define what world class careers provision in education looks like and provide a clear framework for organising careers provision across Oxfordshire's schools and colleges. Employer support is crucial for local schools and colleges to achieve all eight Gatsby Benchmarks and create meaningful encounters for young people to help them make informed career choices and develop skills necessary for industry.

CEP measurements could include:

- **Number of hours supporting local schools or colleges** with career information and guidance events;
- **Number of hours supporting curriculum or skills events** at local schools or colleges;
- **Number of site visits** provided for local schools, colleges or universities;
- **Number of 'Enterprise Advisers'** recruited and linked with a local school or college through the [Oxfordshire Careers Hub](#).

Developer and Employer Considerations

- Consider your company's Corporate Social Responsibility (CSR) or Environmental Social Governance (ESG) aims and how engagement with education could support these aims. For example, does your business have ambition to achieve net-zero operation? Could you share this knowledge and provide specialist input to science classes at local schools?
- Potentially your company has diversity and inclusion aims for its workforce? Your business could champion its aims and engage with local Special Educational Needs and Disability (SEND) schools contributing to the delivery of careers and skills sessions.
- Reach out to support organisations that can provide advice to improve engagement and maximise its impact and reach. OxLEP Skills can, through its Careers and Enterprise Company (CEC) partnership, introduce you to the Oxfordshire Careers Hub which works with 58 schools and colleges across Oxfordshire. The Careers Hub can introduce you to Careers Leaders from local schools and colleges and also engage you in their county wide projects.
- Consider volunteering as an Enterprise Adviser to support pathways into the industry and bridge the gap between the world of work and education. Enterprise Advisers work with Career Leaders at a school or college to create opportunities for young people to learn more about industry and the skills needed to succeed.





Theme 3: Apprenticeships and Training Opportunities

Apprenticeships are an effective way to build a diverse business workforce whilst offering the opportunity to employees to gain new skills whilst earning. Apprenticeships are for everyone from school leavers to career changers and can offer a vital employability step to those who are furthest from the labour market.

Offering apprenticeships or traineeships is an effective way for sustainable businesses to equip staff with relevant skills, build a pipeline of talent for the future, diversify the workforce and improve overall productivity.

CEP measurements could include:

- **Number of weeks of apprenticeships or T-Levels provided** for the duration of the development;
- **Number of weeks providing meaningful work placements;**
- **Number of weeks providing training opportunities** to achieve technical or vocational qualifications (NVQs, VTQs or accredited short courses);
- **Value of apprenticeship levy transfer** to Oxfordshire region to support apprenticeship creation in SME businesses;

Developer and Employer Considerations

- OxLEP Skills can help you understand what is required as an employer to deliver a quality apprenticeship. Apprenticeship Advisors are available to support businesses and answer questions you may have on offering apprenticeships. They can help identify appropriate training providers, available funding or grants to support apprenticeship delivery, as well as how your business can make the most of its apprenticeship levy.
- Businesses with a wage bill of £3 million or more are required to pay an apprenticeship levy to fund apprenticeship training. More than £3.3 billion of unspent apprenticeship levy has been returned to the Treasury in the last 3 years. Instead of losing this money, could you channel unspent levy into creating apprenticeships in SME businesses within local communities through a levy transfer? OxLEP Skills advisors can help you understand the mechanics of making the most out of your apprenticeship levy.
- Could you offer an industry placement to support delivery of [T-Levels](#)? T-Levels are an alternative to A-levels, apprenticeships and other 16-19 courses. The equivalent of 3 A-Levels, T-Levels focus on vocational skills for 16-18 year olds and are developed with employers to ensure skills and knowledge align with industry need. Learners are required to spend 45 days working with an employer. Find out more information about the industry placement [here](#).
- Flexi-job apprenticeships could be offered for project work. Flexi-job apprenticeships enable contractors to offer 3-month placements to apprentices to reflect the nature of flexible or project-based work. Find out more about flexi-job apprenticeships [here](#).
- Make sure to plan in advance any work experience or on-site training opportunities so that timings work well for students and schools. You can contact the Oxfordshire Careers Hub who can support you with this.



Theme 4: Inclusive Economic Activities & Communities

Employers can strengthen relations with local communities by providing opportunities for inclusive economic growth. This means finding ways that businesses can help to narrow inequalities in education and employment that exist within Oxfordshire. This can be achieved through offering training or employment to disadvantaged groups, volunteering time to local skills projects or donating to local charities which support employment initiatives for those furthest from the labour market.

Measurements could include:

- **Number of employees hired** who come from groups or communities that are furthest from the labour market. OxLEP Skills focus groups include young people affected by Covid-19 pandemic, minority ethnic communities, the over -50s affected by the Covid-19 pandemic/ career changers or those considered clinically extremely vulnerable (CEV). There are many communities facing barriers to employment and training including those with disabilities, ex-offenders, homeless and veterans/ service leavers.
- **Number of weeks of training opportunities** provided for groups that are furthest from the labour market
- **Number of hours volunteering** for local employment or training causes
- **Value of charitable donations** to local employment and training causes



Developer and Employer Considerations

- Consider appointing a Social Value Consultant to help identify local projects and co-ordinate any volunteering initiatives across staff.
- Contact the Economic Development Lead at the relevant Local Authority to understand their priorities for inclusive economic growth and consider how you can include these priorities within your plan.
- OxLEP Skills can support with introductions to partner organisations, training providers and other relevant leads to help support development and delivery of the Community Employment Plan.
- Could your organisation or supply chain partners provide a [supported internship](#) to someone with a disability? Supported internships offer college students an opportunity to develop real workplace skills during the academic year whilst studying.
- Support for understanding social value in procurement is steadily increasing and social value frameworks enable businesses to identify how projects can capture additional value generated. There are many free online resources to build understanding and support tracking or monitoring of outcomes including the [Supply Chain Sustainability School](#), [Social Value Portal](#) and [Social Value UK](#).
- [Team Oxford](#) helps connect employees with organisations in Oxfordshire that are looking for volunteer support. Contact the team to understand how you can get involved and match your skills and experience to volunteering projects.
- OxLEP Skills offers [OxGrow](#) - a virtual career mentoring platform which enables employees to volunteer their time to mentor residents in Oxfordshire. Contact OxLEP Skills to find out more information about how your employees could support this volunteering initiative.

4

INTEGRATING 'GREEN SKILLS' WITHIN A CEP



The UK is committed to achieving Net Zero carbon emissions by 2050 and Local Authorities across the UK are beginning to respond to this need. Oxfordshire Local Authorities have set Net Zero targets to be achieved as an area-wide goal, displayed in the table below. All authorities have ambitions to achieve Net Zero operation before 2050, with many aiming to deliver this ambition by 2030.

The development and construction industry are key players in helping to achieve Net Zero targets through design and construction of energy-efficient buildings and retrofitting existing property. There is great opportunity for growth in green construction jobs with the Construction Industry Training Board (CITB) estimating a need to retrain and create over 350,000 new roles within the industry¹.

Courses for green skills in construction are increasing and there are some obvious apprenticeships or courses which can be offered as listed on the following pages. However,

research shows that developing green skills within development and construction is broader than achieving technical qualifications.² **Green skills within the industry can also be supported by:**

1. Activities which support technical skill development linked with emerging renewable energy technologies or retrofit processes.
2. Activities which support employability skills essential for over-coming complex construction and development processes relating to sub-contracting, communication and digital skills. These skills will have greater value as developments integrate more complex net-zero technologies within building design.
3. Activities which enhance and promote knowledge of broad issues related to climate change such as waste management and net biodiversity.
4. Continuous Professional Development to embrace new learning.

Local Authority	Carbon neutral council operations	Area-wide goal
Oxfordshire County Council	2030	2050
Cherwell District Council	2030	2030
Oxford City Council	2030	2040
South Oxfordshire District Council	2025	2030
Vale of White Horse District Council	75% reduction by 2025 Aspires to Net-Zero by 2030	75% reduction by 2030 Net-Zero by 2045
West Oxfordshire Council	2030	2050

¹ Building Skills for Net Zero; CITB (2021)

² Greening Construction: A complex challenge for jobs, skills and training; Edge Foundation (2022)

Developer and Employer Considerations

- Consider how you can align work experience placements or training opportunities with sustainable features of a development, either during the design and engineering phase or the construction phase. For example, can you create learning opportunities around the design or installation of renewable technologies such as air source heat pumps, solar panels or EV charging units?
- Consider whether your business can offer upskilling opportunities to existing employees in renewable technologies. Abingdon and Witney College have launched its [Net Zero Skills Hub](#) which offers upskilling courses in a variety of renewable technologies including air source heat pumps, rainwater harvesting and solar thermal. Skills Bootcamps are also available to upskill existing employees at a discounted price. Courses offered in the [south-east region](#) currently include EV charging installer, heat pumps and domestic electrical installer.
- Raise awareness of broad issues relating to

net zero ambition within construction and development with your local school or college. Local schools and colleges welcome employer engagement to widen understanding of these issues within business – this could focus on sustainable design features or introducing construction management knowledge such as on-site waste management, modular methods of construction or Building Information Modelling (BIM).³

- Review apprenticeships offered within your company and consider whether ‘greener’ apprenticeships could be integrated into the company’s offer. Below is a list of apprenticeships and further qualifications which have been identified by the Green Advisory Panel or are considered critical trades for achieving Net Zero ambition by the CITB.³
- Consider how you can encourage staff to complete Continued Professional Development (CPD) linked with green skills and technology. Many professional bodies within the construction and development industry offer training focussed on Net Zero ambition or sustainable design principles.



³ Building Skills for Net Zero; CITB (2021)

Green Apprenticeships

Engineering and Design	Digital Engineering Technician (L3) Project Controls Technician (L3) Building Services Design Engineer (L6)
Renewable Heating, Ventilation and Air Conditioning	Refrigeration, Air Conditioning & Heat Pump Engineering Technician (L3) Low Carbon Heating Technician (L3)*
Insulation Installers	Commercial thermal insulation operative (L2) Fenestration Installers (L2)
Electrical and Energy Performance	Duel Fuel Smart Meter Installer (L2) Installation and Maintenance Electrician (L3) Building Energy Management Systems Controls Engineer (L4) Smart Home Technician (L3)
Biodiversity/ Ecology	Environmental Practitioner (L6) Ecologist (L7) Arborist (L2) Countryside Ranger (L4) Countryside Worker (L2)

*Apprenticeship in development and is subject to change

Further Education Qualifications

Employers can also consider developing green skills within their workforce through other vocational and technical qualifications such as NVQs, VQTs or accredited short courses. Awarding bodies are updating standards to ensure sustainability and green skills are included within their qualifications and highlighting these features within their offers. City and Guilds and NOCN, the main awarding bodies for technical qualifications in the UK construction industry, have identified qualifications which support the wider green skills agenda which can be accessed below. As an employer within the construction and development industry, consider how you can encourage or include attainment of these qualifications within your CEP to help support green skill development within the industry.

[Green Skills and Sustainability | City & Guilds \(cityandguilds.com\)](#)

[Green Skills - NOCN](#)



Site Management and Operatives	Site Environmental Awareness Training Scheme (CITB) Construction Site Supervision (Retrofit) (NOCN) Construction Site Management (Retrofit) (NOCN) Eco Operator (NOCN)
Environmental Services	Installation, Service and Maintenance of Environmental Technology Systems Qualification (City and Guilds)
Renewable heating, ventilation and air conditioning	Insulation and Building Treatments (Construction) (City and Guilds) Plumbing and Domestic Heating Qualifications (City and Guilds) Insulation and Building Treatments (Construction) (NOCN) Awareness in Hybrid Wall Insulation (NOCN)
Electrical and Energy Performance	Energy Assessment Qualifications (City and Guilds) Certified Energy Efficiency Practitioner – Buildings (NOCN) Energy Efficiency and Sustainability (NOCN) Certified Solar Photovoltaic Practitioner (NOCN) Electric Vehicle Charging Installations (City and Guilds) Smart Metering Qualification (City and Guilds) Electrical Power Engineering Qualification (City and Guilds)
Retrofit roles	Retrofit Qualifications (City and Guilds) Understanding Domestic Retrofit (NOCN) Retrofit Coordination and Risk Management (L5) (NOCN) Energy Efficiency Measures for Older and Traditional Buildings (NOCN)

Many professional bodies offer CPD focusing on green skills and training. Encouraging professionals within your company to complete CPD training or modules will support the objective to build a sustainability-oriented mindset and adapt to

future technological changes. The below table demonstrates some of the green skill training available from professional bodies – it is not an exhaustive list and further details can be found on relevant websites.

	Examples of Green CPD courses
RICS Royal Institution of Chartered Surveyors	Net Zero and Sustainable Procurement in the Construction Industry; What are the challenges? Sustainability – Communicating Value Sustainable Products and the Circular Economy
CIPS Chartered Institute of Procurement and Supply	Delivering Social Values
RTPI Royal Town Planning Institute	Implementing Carbon Net Zero Locally Effective Leadership Skills for Planners
CIOB Chartered Institution of Building	Digital Workforce Management The Role of Technology in Sustainability Biodiversity and Net Gain within Construction Retrofitting Homes for Energy Efficiency – The New UK Specification PAS 2035
CIBSE Chartered Institution of Building Services Engineering	Energy Surveys Low and Zero Carbon Technologies Circular Economy in Lighting and Building Services

5

HOW CAN OXLEP SKILLS SUPPORT YOU?

OxLEP Skills can provide advice to help you create a Community Employment Plan discussing the various activities that can be completed to support employment and training.

We have ready to use templates and monitoring forms that track and record outcomes from CEPs and help business understand the local economic value and additional social value generated from these activities.

OxLEP Skills can help maximise outcomes from your plans and connect you with relevant organisations in Oxfordshire to support you to deliver your plan. We can also provide up to date information on current skills and training initiatives across the region.



6

PLANNING PROCESS - RECOMMENDED BEST PRACTICE AND CHECKLIST

1. Pre-application process

During the pre-application process, the planning case officer should advise whether a Community Employment Plan or an Employment, Skills, Training Plan is necessary. However, these plans can also be entered voluntarily to support a business' Corporate Social Responsibility aims.

2. Draft plan

We recommend using the templates and guidance provided in the appendix to create a draft plan for the construction phase identifying activities that can be incorporated to support the themes.

3. Seek advice

Seek advice from the Local Authority's Economic Development Team and from the OxLEP Skills team who will be able to shape activities within a plan. This will help align activities with county or district initiatives relating to employment, skills and training and identify ways to improve the overall impact of the plan. Where this is a planning condition, agree any targets with the Local Authority team. This is typically led by the Economic Development team with OxLEP Skills guidance and support.

4. Submission

Submit your Community Employment Plan to the Planning Case Officer to discharge the condition or obligation.

5. Monitoring

Ensure reports are submitted regularly as agreed with your Local Authority team. OxLEP Skills recommends quarterly updates to the Local Authority and Stakeholder Groups. You can access the most up-to-date templates and guidance on the [OxLEP Skills](#) website.



Developers Checklist



Contact OxLEP Skills to arrange an introduction to the team and access CEP support and guidance including templates.



Identify various organisations that could support you to deliver activities within your plan for example, OxLEP's CEC team, local schools, further education colleges, employment charities or JobCentre Plus.



Circulate a draft CEP with OxLEP Skills and the Local Economic Development Team considering the activities and measurements you will use.



Once agreed, submit your CEP to the planning case officer.



Engage with the Local Authority and OxLEP Skills to support delivery of the plan.



Submit regular reports to your Local Authority as agreed in your plan.

APPENDIX: CONSTRUCTION PHASE COMMUNITY EMPLOYMENT PLAN TEMPLATE

A Community Employment Plan has been developed by (the developer) with support from....

The plan below sets out the construction phase Community Employment Plan and outcomes required as detailed by condition x of the development site outline planning permission (reference x)

Outputs from the plan will be measured and monitored as part of an on-going dialogue from monthly meetings with a variety of key external and internal stakeholders. All progress will be shared regularly with the Local Planning Authority. Stakeholders participating in the Community Employment Plan include:

Action	Activity	Time scale	Target/ outputs	Stretch target	Responsible person	Definition
Local labour, supply chain & procurement	Local employment and training clauses including use of local apprenticeships and traineeships built into procurement contracts					
	Maximise local procurement through ensuring main and sub-contractors source locally where practical					
	Hold a minimum of x "meet the buyer" events aimed at supporting local supply chain opportunities.					Meet the Buyer' events are run by the construction partner to explain the project, the opportunities and the procurement process to local suppliers
	Supporting employment for young people					Young people aged between 18-25 when they start on site
	Supporting local employment					Oxfordshire postcodes: http://www.postcodearea.co.uk/postaltowns/oxford/
	Supporting Social Enterprises in supply chain					Social Enterprise trade to tackle social problems, improve communities, people's life chances, or the environment

Action	Activity	Time scale	Target/ outputs	Stretch target	Responsible person	Definition
Engaging with Education	Support Oxfordshire careers events such as CareersFest, Open Doors or National Apprenticeship Week annually during the course of the development					Careers event: a not for profit event that supports education and employment outcomes for young people
	Work with and support schools county wide to promote and introduce pupils and career leads of the range of skills and careers available in the construction industry					
	Provide site tours to schools, colleges, universities and those organisations up skilling individuals					
Youth & apprenticeships	Support University graduate research projects					
	Develop a series of creative interventions that advise parents of the range of skills and careers available in the construction industry					
	Support apprenticeships by: <ul style="list-style-type: none"> • embedding use of local apprentices in supply chain procurement • ensuring the construction phase supports x apprenticeships during construction • utilising apprenticeship levy or pledging apprenticeship levy (where applicable) 					
	Support training and work experience for young people by: <ul style="list-style-type: none"> • Providing a strategy that delivers –employment training and work experience/placements places for young people, matched to their areas of interest and aspirations, where they engage in purposeful work-related learning activities rather than observation. • Embedding these opportunities in supply chain 					

Action	Activity	Time scale	Target/ outputs	Stretch target	Responsible person	Definition
Inclusive Economic Initiatives & Communities	<ul style="list-style-type: none"> Support a series of sector based work academies for those aged 18 or above (8 participants at each) over the life of the development aimed at creating opportunities for those most marginalised from the workplace 					<p>A sector-based work academy can last up to six weeks and has three key components:</p> <ul style="list-style-type: none"> Pre-employment training relevant to the needs of your business and sector Up to one week work experience placement – of great benefit to both the individual and a business A guaranteed job interview <p>https://www.gov.uk/government/publications/sector-based-work-academies-employer-guide/sector-based-work-academies-employer-guide</p>
	Supporting local charities and social enterprises					Local charity means a charity with an Oxfordshire registered office address and whose beneficiaries are primarily Oxfordshire residents
	Promoting local volunteering					
	Supporting work experience or training opportunities for groups who are furthest from the labour market					
Partnership support	<p>Developer to:</p> <ul style="list-style-type: none"> nominate a single point of contact for Community Employment Plan construction phase, activity and monitoring ensure all reasonable monitoring requests are actioned in a timely manner 					

END USE PHASE COMMUNITY EMPLOYMENT PLAN

A Community Employment Plan has been developed by *(insert name of the developer)* with support from *(e.g. OxLEP, the Local Planning Authority, the Department for Work and Pensions, etc.)*

The plan below sets out the end use phase Community Employment Plan and outcomes required as detailed by condition X of the development site outline planning permission *(reference number X)*.

Outputs from the plan will be measured and monitored as part of an on-going dialogue from monthly meetings with a variety of key external and internal stakeholders. All progress will be shared regularly with the Local Planning Authority. Stakeholders participating in the Community Employment Plan include:

For example:

• OxLEP • Local Planning Authority • Further Education Institutions • Department for Work and Pensions

Action	Activity	Time scale	Target/ outputs	Stretch target	Responsible person	Definition
To raise awareness of the development within local communities	Engage with city and county councillors in Oxfordshire's most deprived wards					
	Engage with key stakeholders educational establishments					
	Attend relevant Oxford meetings and groups					
To provide Oxfordshire residents with sustainable jobs	Work with and support new tenants/ occupiers to deliver their workforce with X% of workforce to have Oxfordshire postcodes					Oxfordshire postcodes: http://www.postcodearea.co.uk/postaltowns/oxford/
	Attend Oxfordshire Careers fairs					
	Support growth in apprenticeships across facilities management, security, retail and hospitality					
	Support a series of sector based work academies (SBWA) for 18+ (c.8 participants per SBWA) aimed at creating opportunities for those most marginalised from the workplace					A sector-based work academy can last up to six weeks and has three key components: <ul style="list-style-type: none"> • Pre-employment training relevant to the needs of your business and sector. • Up to one week work experience placement – of great benefit to both the individual and a business • A guaranteed job interview https://www.gov.uk/government/publications/sector-based-work-academies-employer-guide/sector-based-work-academies-employer-guide
To equip people with the skills to be successful with a particular focus on youth and disadvantaged groups	Support training and work experience for young people by: <ul style="list-style-type: none"> • Providing a strategy that delivers employment training and work experience/ placements for young people matched to their interests and aspiration, where they engage in purposeful work related learning activities rather than observation 					
	Attend National Apprenticeship week events					
	Attend careers events					
	Organise events to engage selected secondary schools to promote retail careers					
	Support University graduate research programme					
	Support apprenticeship careers events					
Partnership Support	Developer to: <ul style="list-style-type: none"> • Nominate a single point of contact for Community Employment Plan end use phase, activity and monitoring • Ensure all reasonable monitoring requests are actioned in a timely manner 					



The Oxfordshire Local Enterprise Partnership (OxLEP) Ltd
HQ Building, Thomson Avenue, Harwell Campus, OX11 0GD

skills@oxfordshirelep.com

www.oxlepskills.co.uk