

**Test Valley Revised Local Plan
DPD
2011 – 2029
Regulation 22 – Submission to
Secretary of State**

**Policy ST1: Skills and Training
Topic Paper**

June 2014

REVISED LOCAL PLAN

POLICY ST1- SKILLS AND TRAINING- TOPIC PAPER

1 Introduction

- 1.1 The purpose of this paper is to provide background justification to the inclusion of policy ST1, Skills and Training within the Revised Local Plan.
- 1.2 The aspiration of this policy is guided by the aims set out within the Community Plan and supported by a number of strategies that underpin the formulation of the economic policies within the Revised Local Plan.

2 Policy Context

National Planning Policy Framework

- 2.1 The National Planning Policy Framework (NPPF, 2012) does not directly reference training but encourages growth to create jobs. This in turn relies on the premise that employment and skills training should be maximised. The relevant sections include:

NPPF para 7

There are three dimensions to sustainable development: economic, social and environmental. These dimensions give rise to the need for the planning system to perform a number of roles:

- *an economic role – contributing to building a strong, responsive and competitive economy, by ensuring that sufficient land of the right type is available in the right places and at the right time to support growth and innovation; and by identifying and coordinating development requirements, including the provision of infrastructure*

NPPF Para 9

Pursuing sustainable development involves seeking positive improvements in the quality of the built, natural and historic environment, as well as in people's quality of life, including (but not limited to):

- *making it easier for jobs to be created in cities, towns and villages*

NPPF para 18.

The Government is committed to securing economic growth in order to create jobs and prosperity, building on the country's inherent strengths, and to meeting the twin challenges of global competition and of a low carbon future.

NPPF para 19

The Government is committed to ensuring that the planning system does everything it can to support sustainable economic growth. Planning should operate to encourage and not act as an impediment to sustainable growth. Therefore significant weight should be placed on the need to support economic growth through the planning system.

NPPF para 20

To help achieve economic growth, local planning authorities should plan proactively to meet the development needs of business and support an economy fit for the 21st century.

NPPF para 72

*The Government attaches great importance to ensuring that a sufficient choice of school places is available to meet the needs of existing and new communities. Local planning authorities should take a proactive, positive and collaborative approach to meeting this requirement, and to development that will widen choice in education. They should:
give great weight to the need to create, expand or alter schools; and
work with schools promoters to identify and resolve key planning issues before applications are submitted.*

NPPF paragraph 203 to 206 also discuss the importance of obligations and when it is necessary to seek contributions from developments.

3 Context

- 3.1 The Long Term Economic Strategy for Test Valley (LTES, 2007) found that Test Valley is an area with a high level of skilled workforce. However it recommended for Andover that action be taken to raise aspirations, increase vocational learning activities and explore provision of a skills centre in the town. (Actions A4 and A5)
- 3.2 The socio economic profile of Andover is skewing the economic outcomes of the Borough. Around 50% of the Borough's employees are based in and around Andover. The town lacks some of the key features of a competitive economy including a strong pool of highly skilled people, high value jobs and links within universities. The proportion of highly skilled workers is below the Hampshire and regional average. Within the Education, Skills & Training Index of Multiple Deprivation (IMD) for Hampshire, the ward of Alamein was given a low rating. This is identified as a weakness in the town's future economic development and a concern regarding the employment of those residents.

3.3 Andover is able to retain a high proportion of its young people exiting education and entering employment. However, they are likely to be lower skilled and employed in lower value jobs. Their commitment to living and working in the Borough provides a foundation for future economic growth. The focus needs to be on raising skills and aspirations of the resident population.

“Encouraging Test Valley’s population, particularly young people in Andover, to raise their skills through a variety of routes is key to the Borough’s future”¹ .

3.4 The Enterprise M3 LEP Skills and Employment Strategy (2014) also found that there is a mismatch between the supply of skills and business need within their catchment, despite the projected growth of the working age population up to 2020.

3.5 To assist local authorities in using opportunities presented by development to improve employment and training the Partnership for Urban South Hampshire (PUSH) have published guidance *Securing training and local employment through section 106 agreements, 2011*.

4 Revised Local Plan

4.1 The focus on education and learning has been reinforced by the aims of the Community Plan to.

“ Promote learning culture in the whole community and to provide education and learning that meets needs of individuals.”

“Raise educational attainment of children and young people in targeted areas”

“Breaking down barriers to Adult and community learning opportunities in Test Valley”.

4.2 The LTES, the Community Plan and strategies such as the PUSH skills strategy provide the evidence to support the implementation of this policy.

4.3 The requirement to contribute towards enhancement of skills and the provision of apprenticeships demonstrates an expectation that development arising from the Revised Local Plan will meet the aspirations of the Community Plan and continue to support residents through raising skills levels and reducing economic disparity.

4.4 As the Local Planning Authority, the Council will work with organisations which seeks to increase education and skills level of the Borough’s population. Through planning obligations the Council will look for support towards apprenticeship and the development of construction industry skills schemes from all types of development.

¹ Long Term Economic Strategy, Experian, 2007

4.5 The proposed wording and supporting text of policy ST1 is provided below:

Education & Learning

11.1 The Long Term Economic Strategy (LTES) identified people and their skills as one of the three key elements of the Borough's economy, the others being enterprise and places. The Community Plan recognises that educational attainment and skills of the Borough compare well with the county and national averages with respect to qualifications. It has a greater percentage of its population possessing qualifications at NVQ level 4/5. At level 3 the Borough is behind the County and regional averages. For levels 1 and 2 the Borough is ahead of all other comparable areas. However, there is significant variation across the Borough. At Andover, residents qualified to a lower level have a higher presence and those with no qualifications are also over-represented in the town.

11.2 The knowledge economy is likely to continue to account for an increasing proportion of the economy, although not all jobs will be high value and knowledge intensive. In raising educational attainment and upskilling, it will be imperative to maximise the population's potential and to attract and expand this type of economy in Test Valley, especially Andover. The review of the LTES assessed its objectives against a very different economic context. It concluded that the downturn in the economy made it even more important to invest in knowledge and skills in the Borough.

11.3 The provision of new education facilities such as schools and further education establishments is necessary to allow children to develop their skills. The Council will work closely with the Education Authority and other providers to ensure that the Borough has the appropriate infrastructure. It will also support programmes in partnership such as training initiatives to develop the skills of the population.

Policy ST1: Skills and Training

Where a development has a significant impact on the labour market the Council will seek a contribution towards the enhancement of skills training and the provision of apprenticeships within the local community.

11.4 Negotiating the skills and training obligation will vary depending on the type of proposal and its location. In southern Test Valley the development will contribute to the PUSH Skills Strategy. In Andover, where the labour market is relatively self-contained, the obligation will be focused on improving the local labour market both in terms of size and skill level. The Council has been successful in securing contributions towards training initiatives or working with developers to secure apprenticeships within the building industry.

4.6 The approach of seeking a training contribution has been achieved by TVBC on a number of applications and supported by Inspectors at appeal. Some of these examples include:

- Harewood Farm, Andover (12/01611/OUTN): To pay £10,000 (Index linked) towards supporting apprenticeships in the construction industry and/or work placements or other pre-employment training opportunities.
- Adanac Park, Nursling (07/02872/OUTS): To pay £350,000 (Index linked) towards developing the local labour market in terms of size and skill levels through the provision of skills training coordinators.
- South of Brownhill Way, Nursling (11/02859/FULLS): To pay £53,980 (Index linked) towards Upskilling.

4.7 Educational facilities are referred to within the Infrastructure Delivery Plan. The regulation 123 list of the Draft Charging Schedule also makes reference to education and higher education and the need to support Andover College.