

LEP - Lancashire Skills and Employment Board

Wednesday, 29th November, 2017 in Committee Room 'D' - The Henry Bolingbroke Room, County Hall, Preston, at 8.00am

Agenda

Part I (Items Publicly Available)

- 1. Welcome and Apologies for Absence**
- 2. Declarations of Interest**
- 3. Minutes of the meeting held on 18 October 2017 (Pages 1 - 8)**
- 4. Matters Arising**

Part II (Private and Confidential)

- 5. ESFA Project Extension Scoping Exercise (Pages 9 - 16)**
- 6. learndirect - Skills Support for the Workforce**
Presentation from Andy Palmer, CEO, and Rebecca Bridges, Associate Director

Part I (Items Publicly Available)

- 7. Up-date from the Lancashire Skills & Employment Hub (Pages 17 - 26)**
- 8. Technical Education Vision (Pages 27 - 78)**
Presentation from Simon Pringle and Fiona Tuck from SDG

Part II (Private & Confidential)

- 9. Technical Education – Implementation of the Vision (Pages 79 - 82)**

Part I (Items Publicly Available)

10. Reporting to the Lancashire Enterprise Partnership

- Identification and agreement of any recommendations for consideration/approval by the LEP Board.
- Identification and agreement of issues for inclusion in the feedback report for the LEP Board.

11. Any Other Business

12. Date of Next Meeting

The next formal meeting will be held at 8.00am on Wednesday 11 April 2018 in Committee Room D (The Henry Bolingbroke Room), County Hall, Preston.

An informal meeting is scheduled for 8.00am Wednesday 07 February 2018 at Lancashire Adult Learning, Northlight (Brierfield Mill).



LEP - Lancashire Skills and Employment Board

Minutes of the Meeting held on Wednesday, 18th October, 2017 at 8.00 am at the Committee Room 'C' - The Duke of Lancaster Room, County Hall, Preston

Present

Amanda Melton

Mark Allanson
Lindsay Campbell
Steve Gray

Paul Holme
Lynne Livesey
Bev Robinson

Observer

Chris Hebblethwaite, Combined District DWP
Dean Langton, Pendle Borough Council
Councillor Mark Townsend, Leader, Burnley Borough Council

In Attendance

John Boyle, Chair of the BBL SIB
Sarah Gaskell, Strategic Partnership Manager (Adults), Lancashire Skills Hub
Tracy Heyes, Strategic Partnership Manager (Employers), Lancashire Skills Hub
Janet Jackson, Strategic Partnership Manager (Young People), Lancashire Skills Hub
Dr Michele Lawty-Jones, Director of the Lancashire Skills Hub,
Lisa Moizer, LEP Skills Hub Coordinator, Lancashire Skills Hub
Andy Milroy, Senior Democratic Services Officer, Lancashire County Council

1. Welcome and Apologies for Absence

The Chair, Amanda Melton, welcomed all to the meeting. Apologies for absence were presented from Joanne Pickering and Andy Wood.

2. Declarations of Interest

Amanda Melton and Bev Robinson declared interests in Item 8 – Area Based Review as their Colleges were involved in the Review. The declarations were noted and that Amanda and Bev could remain present for the item.

3. Minutes of the meeting held on 07 June 2017

Resolved: That the minutes of the meeting held on 7th June 2017 be approved and signed by the Chair.

4. Matters Arising

None

5. CITB Construction Skills Gap Analysis

Andrew Bridge, Local Manager, Construction Industry Training Board, gave a presentation regarding the Lancashire Local Enterprise Partnership (LEP) Construction Labour and Skills Research.

The presentation highlighted that the objectives of the research were to assist in the establishment of a skilled and flexible workforce that supports economic growth, enhanced productivity and jobs growth for the Lancashire LEP area.

It was noted that the research information from Glenigan, shows that the number of construction pipeline projects in the LEP area totalled 697 with a total construction spend of £6.791m. The majority of these projects (50%) is New Housing construction.

It was reported that the data had been extensively cleansed and tested for consistency with work allocated proportionality by activity, area, and other criteria.

Analysis of the labour demand arising from the construction spend in the Lancashire LEP area peaks at a little under 50,000 people, taking account of estimates of other work.

Occupations with the highest demand include

- Non-construction professional, technical and IT
- Wood trades and interior fit-out
- Other construction professional and tech
- Plumbing and HVAC trades.
- Senior, executive and process managers

It was noted that 94% of Further Education construction training is delivered by eight providers. 76% of all construction related training is delivered by four training providers. Further Education construction training achievements have declined year on year for three years. Courses are available for all main construction occupations and nearly all specialist occupations. The number of apprenticeships has increased by almost a third. The LEP area accounts for 25% of identified construction related training across the North West region (compared to 17% of the construction population).

Committee Members commented that work needs to be done to improve the reputation of the construction industry within the 16-19 cohort to sell the benefits

of the industry and career path that can be achieved. Work also needs to be done with parents to educate and promote the benefits of working in the construction industry to their children as parents are the single biggest influence on choices made by Young People.

Resolved: The Skills and Employment Board:

- (i) Noted the presentation; and
- (ii) Agreed that the Lancashire Skills Hub would take forward the actions in the table (within the report) as presented.

6. BBL School Improvement Board

John Boyle, Chair of the BBL School Improvement Board, gave an oral update on the work of the School Improvement Board and its impact.

It was reported that School Improvement was previously the responsibility of Local Education Authorities (LEAs). In the last seven years this has changed. There is now a concept of "Teaching Schools" with teacher training and development delivered through schools working together to share best practice, with those teachers deemed to be delivering excellent or specialist teaching delivering training to other schools and teachers.

To gain Teaching School status a school need to have an OFSTED rating of "good" or "outstanding".

Academies are different as they are limited companies and not part of the Local Authority. The Directors / Members have responsibility and whilst the Local Authority can monitor performance of Academies it cannot intervene legally. The National Schools Commissioner is responsible for Academies.

The BBL School Improvement Board has secured Strategic School Improvement Funding which is to be allocated to schools.

The Committee agreed that it should seek to align the work of the Committee with regard to School Improvement to the priorities of BBL.

In addition, the Committee discussed the BBL School Improvement Board and agreed that Dr Michele Lawty-Jones and Amanda Melton be nominated to accept an invitation for the Skills and Employment Board to attend the Board and for Michele and Amanda to put together a short report for the next Committee meeting reporting back.

Resolved: That:

- (i) The oral report regarding BBL School Improvement Board be noted; and
- (ii) That Michele and Amanda accept an invitation to the next BBL School

Improvement Board to present the work of the committee and discuss joint objectives.

7. Skills and Employment Hub Update & Objectives

Dr Michele Lawty-Jones, Director of the Lancashire Skills Hub, presented a report (circulated) which provided an update on the Skills and Employment Hub Objectives.

It was highlighted that three additional Enterprise Coordinators were appointed over the summer to support the full roll out of the Lancashire Enterprise Adviser Network: At the end of September the number of schools and colleges engaged was 78 and the number of Enterprise Advisers (business volunteers) was 87.

With regard to European Structural Investment Funds (ESIF) it was highlighted that the Investment Priority 2.1 Skills for Growth call for Leadership and Management (focusing on succession planning) was released during the summer. The closing date for Stage 1 applications is 10th October 2017.

It was noted that the Teaching Hub (University of Cumbria in Lancaster) and the launch of the Food and Farming Innovation Technology Centre (Myerscough College) both took place during September and were well attended. The Lancashire Adult Learning facility at Northlight opened on 1st October. The launch of the Energy HQ has been postponed (however the building is open and learners and employers are using the facility).

With regard to the City Deal 'Bridge the Gap' Lego Bridge building activity it was reported that the activity has been piloted in 5 schools in central Lancashire. The pilot was delivered to 122 young people, 7 teachers and supported by 22 STEM Ambassadors. A number of partners have also bought the resource box.

The Committee noted the other updated provided, as reported, regarding Events, Visitor Economy Workshop, Digital Advantage, Technical Education and Institutes of Technology. It was noted that the Technical Education visioning piece was contracted and was under development, and that a number of committee members had contributed to the initial scoping interviews.

With regard to objectives for the coming year, Committee Members commented that it would be useful to link together the SEP Refresh to Brexit. Subject to the heading "Focus for 2016/17" being updated to state "Focus for 2017/18" the Board approved the Key Objectives for 2017/18 as set out at Appendix 'A' to the report.

Resolved: The Skill and Employment Board:

- (i) Noted the report and update provided.
- (ii) Noted that the draft Technical Education Visioning piece will be presented

at the next Board meeting to be held on Wednesday 29th November 2017.

- (iii) Requested that any further comments regarding the objectives be sent via email to Michele.
- (iv) Subject to any further comments received via email and the minor update as detailed above, approved the Objectives for the Hub for 2017 / 18 as set out at Appendix 'A'.

8. Area Based Review - Recommendations from the Implementation Group

Dr Michele Lawty-Jones presented a report (circulated) regarding the Area Based Review containing recommendations from the Implementation Group.

Committee Members were recommended to review the non-structural action plan, in particular Section B, with a view to a final version being endorsed at the next formal meeting of the Skills and Employment Board.

It was suggested that Committee Members should email any further comments they have on the Area Based Review to Dr Lawty-Jones prior to the next meeting.

In addition, the Committee was informed that due to the delay in reaching agreement on the financial aspects of the planned merger between Accrington & Rossendale College and Burnley College, the FE Commissioner's team is conducting a Structure and Prospects Appraisal with a view to confirming the way forward for Accrington & Rossendale College.

As part of this process the FEC team will consult with the LEP and relevant local authorities and will engage with all the General FE Colleges in Lancashire including Burnley College. The SPA will invite expressions of interest from potential merger partners in Lancashire as the first stage in a process that will be conducted by the FE Commission working closely with the Accrington & Rossendale Corporation.

Resolved: The Skills and Employment Board:

- (i) Noted the update regarding the proposed merger between Accrington & Rossendale College and Burnley College.
- (ii) Reviewed the non-structural action plan and agreed to provide any additional comments and feedback to Dr Lawty-Jones via email after the meeting.
- (iii) Agreed that further updates be provided to the Committee, as appropriate.

9. Reporting to the Lancashire Enterprise Partnership

There were no specific items requiring referral to the Lancashire Enterprise Partnership Board for approval, it was noted that Amanda and Michele were scheduled to attend the LEP Board on 7th November to provide the LEP Board with an update on the work of the Lancashire Skills and Employment Board.

10. Any Other Business

None

11. Date of Next Meeting

The Board noted the programme of meetings for 2018 and noted that the next meeting of the Skills and Employment Board was scheduled to be held at 8am on 29th November 2017 in Committee Room 'D' (Henry Bolingbroke Room), County Hall, Preston.

Part II (Private and Confidential)

At this point the Skills and Employment Board approved that the meeting move into Part II, Private and Confidential, to consider a presentation regarding a specific project as it contained information provided in confidence as defined in the Freedom of Information Act 2000. It was considered that in all the circumstances of the case the public interest in maintaining the exemption outweighed the public interest in disclosing the information.

12. ESF ESFA Projects - Performance Reports

Janet Jackson, Tracy Heyes and Sara Gaskell (Strategic Partnership Managers, Lancashire Skills Hub) presented a report, in Part II, regarding the ESF ESFA Opt-in Projects which included a performance report.

Resolved: The Skills and Employment Board noted the report and the progress made against performance targets.

13. ESF/ESFA Projects Capacity Building/Engagement Activity Plan

Janet Jackson, Tracy Heyes and Sara Gaskell presented a report, in Part II, regarding the Capacity Building / Engagement Activity Plan for ESF ESFA Opt-in Projects.

Resolved: The Skills and Employment Board:

- (i) Approved the changes to the Capacity Building / Engagement Activity Plan as set out in section 2 of the report; and
- (ii) Noted the progress made to date as set out in section 3 of the report and

that satisfactory progress has been made to date.

Agenda Item 5

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LEP – Sub Committee

LEP - Lancashire Skills and Employment Board

Private and Confidential: NO

Wednesday, 29 November 2017

Update from the Lancashire Skills & Employment Hub

Appendix A refers

Report Author: Dr M Lawty-Jones, Director of the Lancashire Skills Hub, Michele.Lawty-Jones@lancashirelep.co.uk

Executive Summary

This paper provides an overview of Lancashire Skills & Employment Hub activity since the last committee meeting.

Recommendation

The Skills & Employment Board are asked to:

- 1) Note the update.

1. Careers Education, Information, Advice and Guidance (CEIAG)

- 1.1 The Lancashire Enterprise Adviser Network with Inspira has grown from 78 schools and colleges at the end of September to 97 mid-November. Of the 97, 85 have been matched with at least one volunteer business leader (Enterprise Adviser). 89 initial diagnostics have been completed and 77 development plans are either in place or have been started. A wide range of activities are underway in each of the schools and colleges which are connecting local businesses with young people.
- 1.2 Press coverage is being planned for the 100th sign up with SKV. This will include reference to the broader network and case studies in local areas to maximise publicity in the local newspapers across Lancashire.
- 1.3 In relation to the Blackpool Opportunity Area, the Skills Hub is working with Blackpool Council to take forward Priority 3: 'Improve Advice and support for young people when moving between schools/colleges and into work'. A Priority 3 Delivery Group has been established and has met for the first time – this brings together the key delivery organisations responsible for taking forward the



different activities referenced in the Blackpool OA Delivery Plan, which was published in September:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/658581/Social_Mobility_Delivery_Plan_Blackpool_v6_FINAL_.pdf

Key is coordination and maximising impact by bringing activities together to provide a coherent, planned approach across primary, secondary and post-16 education.

- 1.4 All 13 of the secondary schools (including the special schools and the pupil referral unit) and colleges in Blackpool are engaged in the Lancashire Enterprise Adviser Network, and are matched with local business leaders. This includes Westinghouse UK, the Royal Bank of Scotland, Hilton Hotel Group, Hays Recruitment, Department of Work and Pensions (DWP), Blackpool Transport, The Winter Gardens, Baxter Life Care, Blackpool Football Club Community Trust and several micro-businesses/sole traders. All of the initial diagnostics have been undertaken and each now has a development plan. The Enterprise Coordinator, Andrew Heydeman has a key role in coordinating activity with employers and with organisations delivering activities which involve employer interaction.
- 1.5 A range of activities are being initiated, including the activities funded by the Careers and Enterprise Company. Direct employer activities are developing, for example, visits to the construction site of the new Police HQ in Blackpool with Willmott Dixon and employer talks to groups of young people about the range of construction-related careers available to them, and site visits to the Westinghouse Springfield plant and an insight into the range of career opportunities in the nuclear industry and energy sector more generally.
- 1.6 Work continues with National Careers Service (NCS). The CPD/LMI Energy Workshop hosted at Energy HQ, referenced in the last update was delivered on the 7th November and attracted 16 teachers, tutors and careers professionals from across the Fylde Coast. Inputs included tutors from Energy HQ and Fairbanks (fuel management specialists). Feedback received was excellent. A Digital workshop will take place before Christmas in Preston.

2. European Structural Investment Funds (ESIF)

- 2.1 In terms of the Priority 2.2. Skills for Growth call and the Priority 2.1 Skills for Growth call for Leadership and Management, we are awaiting feedback on the appraisals of the stage 2 and stage 1 applications submitted respectively. We are still awaiting confirmation from DWP in regard to timescales!
- 2.2 The Investment Priority 2.1 Skills for Growth call relating to Widening Participation, which was issued in 2016, has been reappraised following the failure of the bid submitted to pass the DWP gateway. The specification has been reviewed and positioned to focus on widening participation and underemployment. The revised specification has now been issued on the

gov.uk portal and the deadline for Stage 1 applications is the 8th December – the call can be accessed via the following link: <https://www.gov.uk/european-structural-investment-funds/lancashire-widening-participation-oc19s17p0912>

An input was provided with Sean McGrath at a workshop involving the North West Universities European Unit, The Lancashire Colleges and a number of Lancashire-based universities and colleges to discuss the positioning of the call and technical aspects.

- 2.3 The ESFA is undertaking a scoping exercise with LEPs in relation to potential extensions to projects currently contracted under the ESFA opt-in. An email was issued to board members outlining the options and the response submitted to the ESFA, based on previous discussions at the board meeting. This will be discussed further under the dedicated agenda item.

3. National Young Apprenticeship Ambassador Network Launch

- 3.1 The launch of the National Young Apprenticeship Ambassador Network (YAAN) took place on Thursday 16th November at the Skills Show at the NEC. The National YAAN was launched by the Minister of State for Skills and Apprenticeships, the Rt Hon Anne Milton.

- 3.2 Along with Lisa and Sam Connelly from the Lancashire WBL Executive Forum, four of our Apprenticeship Ambassadors Board members came to the launch to represent Lancashire

L-R: Portia Taylor-Black, West Lancs Council; Alisha Clarkson from North Lancs Training Group; Oliver Crookham from North Lancs Training Group and Danny Blake from Trak Rap (Skelmersdale).



- 3.3 The room was teeming and there was a vibrant atmosphere at the launch event. We have now made good links with the North West employer and young ambassador networks, and as we evidenced strong partnership work happening on the ground in Lancashire, the North West network has requested that Lancashire share best practise and lead the way using our approach.



4. City Deal

- 4.1 The City Deal Skills and Employment Steering Group are presenting the City Deal skills and employment monitoring report which includes metrics for academic year 2016/17 and a case study dashboard, to the City Deal Executive on Wednesday 29 November. Please see **Appendix A** to see both the skills and employment section of the wider City Deal monitoring report and the dashboard.

5. Events

- 5.1 Following on from the Visitor Economy skills and employment workshop which the Skills and Employment Hub delivered in partnership with Marketing Lancashire, Lisa was invited to the Visit Lancashire members meeting on the 15th November and presented to approximately 40 delegates from the Visitor Economy sector to inform them of what support is currently available and to gain feedback. Daniel Rich, General Manager at Barton Grange, also presented and talked about why he has engaged with the role of Enterprise Adviser. The support available was well received and the Hub and partners are following up interest from several business.
- 5.2 The Hub sponsored the Apprentice of the Year category at the Sub 36 Awards 2017 (previously branded the Young 'Uns). The calibre of entries was excellent – the final shortlisted four who pitched to the judging panel exceeded expectation! Joanne Pickering gave the award on the night to the overall winner, Will Holmes from the Printed Cup Company – see below.





- 5.3 The Hub attended a workshop led by the Northern Powerhouse Partnership (NPP) with LEPs and Combined Authorities from across the North West to contribute to an emerging piece of work relating to education and skills priorities across the NPP area. Emerging priorities include school improvement and closing the disadvantage gap, as well as careers information, advice and guidance, and leadership and management. The Hub also sat on a panel with the NPP to gather evidence of what works from third sector organisations.

6. Technical Education – Visioning Piece

- 6.1 As discussed at the last committee meeting a Technical Education visioning piece has been commissioned. We have commissioned a company called SDG Economic Development (SDG-ED) to work with us to develop a clear vision for a high performing technical education system in Lancashire. The vision will encapsulate Lancashire's future ambitions for technical education, identify objectives and priorities and suggest pragmatic recommendations for action, which are shared and owned by stakeholders.
- 6.2 The visioning piece will take into account the national policy context, the forecast labour market demands in Lancashire's priority sectors, current and emerging physical learning assets and future ambitions of providers based in the Lancashire area.
- 6.3 Stakeholder engagement is a critical element of this visioning piece. The process recommended by SDG-ED is iterative and involves a number of stages involving one-to-one stakeholder consultation and workshops.
- 6.4 The first workshop took place on Friday 20th October. There were 25 attendees, including 11 employers / employer representatives. Over 20 telephone interviews have also taken place with a mix of stakeholders, including schools, colleges, universities, independent training providers, employer representatives and employers. The second workshop is taking place on Thursday 23rd November; 38 were registered at the time of writing the report.
- 6.5 SDG-ED will be presenting the draft of the visioning piece at the committee meeting for committee members' review.

7. ABR Implementation Group

- 7.1 The ABR Implementation Group is scheduled to meet on Friday 24th November – a verbal update will be provided at the meeting. The collaborative action plan discussed at the last committee meeting has been amended in accordance with feedback from the committee and will be discussed further by the Implementation Group on the 24th.

Skills and Employment

In most cases the outputs in relation to skills and employment are progressing as expected, please refer to Table 5 below.

- Apprenticeships have increased in 2016/17 (see rows 1 and 2) against a backdrop of major apprenticeship reforms, in particular the introduction of the apprenticeship levy and the new apprenticeship qualifications called apprenticeship standards.
- The number of graduates accessing graduate jobs has increased both overall and into construction and engineering jobs (rows 3 and 4).
- Graduate placements and internships have decreased slightly (row 5) and UCLan are utilising their Masterplan partnerships for example with Conlon Construction to address this.
- The number of new Higher Education students choosing Science, Technology, Engineering and Maths (STEM) subjects and construction undergraduate degree subjects at UCLan has increased year on year (row 6).
- Jobseeker's Allowance (JSA) and Universal Credit (UC) claimants have increased against a back drop of static unemployment. Under Universal Credit a broader span of claimants are required to look for work than under Jobseeker's Allowance. As Universal Credit Full Service is rolled out in particular areas, the number of people recorded as being on the Claimant Count is therefore likely to rise.
- The number of interventions/ activities promoting City Deal and construction career opportunities with the City Deal area has increased and this is despite of there being no direct involvement of the City Deal in having a stand at the 2017 Lancashire Science Festival as there was in 2016. Instead partners have delivered a wide range of activities directly with schools and a selection of these are illustrated in the case studies provided with this report. Table 5 below provides a breakdown of the skills and employment targets and outputs.

Table 5: Skills and Employment metrics

Output	Baseline: Academic Year 2012/13	Actual Year 1* 2013/14	Actual Year 2 * 2014/15	Actual Year 3 * 2015/16	Actual Year 4 * 2016/17
*refers to academic year					
1. Apprenticeships starts in construction	N/A	101	121	124	155
16-24 year olds residents of Preston and South Ribble who have started an apprenticeship in the construction sector. Additional numbers year on year.					
Source: Preston's College, Runshaw College and T2000 ESFA data					
2. Apprenticeship starts in all subjects	N/A	672	684	710	875
16-24 year old residents of Preston and South					

Ribble who have started an apprenticeship (excluding construction). Additional numbers year on year. Source: Preston's College, Runshaw College and Training 2000 ESFA data					
3. HE leavers getting graduate jobs in construction and engineering Destinations of leavers in higher education (DLHE) into construction and engineering graduate jobs. Additional numbers beyond the 2012/13 baseline Source: DLHE Data	85	116	69	78	2015/16 is the latest data available
4. HE leavers getting graduate jobs in all sectors Destinations of leavers in higher education (DLHE) into all graduate jobs. Additional numbers beyond the 2012/13 baseline Source: DLHE Data	4,223	4,332	4,118	4,151	2015/16 is the latest data available
5. Graduate placements and internships across all sectors Additional numbers beyond the 2012/2013 baseline Source: UCLAN	323	476	566	537	2015/16 is the latest data available
6. New students choosing STEM and construction undergraduate degree subjects at UCLan Source: UCLAN	1,359	1,431	1,988	2,146	2015/16 is the latest data available
7. Job Seekers Allowance (JSA) and Universal Credit (UC) claimants A reduction in the overall numbers of active job seekers, who are receiving JSA and UC claimants in Preston and South Ribble. Source: NOMIS	April 2013 – not available	April 2014 – 3,705	April 2015 – 2,855	April 2016 - 2900	April 2017 - 3175
8. Number of interventions/ activities promoting City Deal and construction career opportunities with: A. Young People, B. Teachers/IAG practitioners, C. Parents, and D. Education Institutions Source: Preston's College, Future U, STEMFirst and UCLAN	Not available	Not available	Not available	A 660 B 150 C 100 D 70	A 760 B 161 C 262 D 105

Details of supporting activities and a range of case studies are presented in the accompanying Skills and Employment dashboard.

Central Lancashire Construction Skills Hub Event

The Central Lancashire Construction Skills Hub is a partnership between Preston's College, UCLan and a number of specialist construction training providers. The Hub held a skills event at Preston's College in July 2017 to:

- provide businesses in the central Lancashire area with a City Deal update,
- raise awareness and offer support in regards to apprenticeships, and
- Promote meeting social value outcomes via construction projects' in Central Lancashire.

Over 50 different organisations attended from Central Lancashire.



Meet Marcus & Danny

PRESTON'S COLLEGE

Two Chorley apprentices recently beat strong competition from across the region to take first and second place in the UK's largest multi-trade competition, SkillBuild.

The pair were competing in the competition's regional heats against other tradespeople from across the North West in the Painting & Decorating category.

Marcus Crook, who works for JAY Decorators, took second place in his first year as an Apprentice while Redrow Level 3 Apprentice Danny O'Shea scooped first place on his third attempt.



Marcus Crook
Level 2
Apprentice in
Painting &
Decorating
Employed by JAY
Decorators



Danny O'Shea
Level 3
Apprentice in
Painting &
Decorating
Employed by
Redrow



UCLan Masterplan Public Consultation

During the pre-planning application period for the Student Centre and Square, UCLan conducted a variety of public consultations to explain the scheme, get public feedback and encourage the public to get involved in the Masterplan project. This included a children's corner with construction themed activities and free refreshments for all who attended. 90 members of the public attended these consultations, all leaving with a better understanding of the project and the construction works around it.



STEMFirst 'Bridge the Gap' in City Deal schools

In partnership with STEMFirst, and in response to school demand, the Skills Hub have developed the 'Bridge the Gap' game from the 2016 Lancashire Science Festival into a school based activity about City Deal and construction careers. The activity has been bought by businesses and post 16 education providers, such as Eric Wright, Preston's College and Future U, and they will deliver it in schools. There has been training for their staff and pilots in 5 schools with 122 young people have been delivered, with more organisations due to come on board in the coming weeks. The activity will be delivered in City Deal schools throughout 2017/18.



"I really enjoyed the session and it has made me consider a job in STEM"

Apprenticeships

Professionals and Trainees

Richard Askew Transport Planner



Before joining the scheme, I completed the 4 Year Integrated Master of Town & Regional Planning (MPlan) at the University of Liverpool achieving First-Class Honours. I also undertook voluntary employment at a Local Authority in Merseyside and an Architecture & Planning Consultancy upon completion of my degree in order to gain experience in the profession.

The opportunity to focus the broad range of skills I gained from my first degree and specialise in a Transport Planning role whilst studying a second Master's Degree strongly influenced my decision to apply for the Programme. Crucially, however, was the opportunity to work within a multi-discipline Local Authority and gain a wide range of experience whilst serving the citizens and service users in Lancashire.

"...the scheme felt like a natural stage in the progression between full time education and full time employment."

I occupied placements in the Planning Strategy and Policy, Highways Development Control and Transport Planning Teams and was involved in a variety of projects. During my final placement I was given the responsibility of producing the West Lancashire Highways and Transport Masterplan. I envisaged and was confident that the experience I gained through these placements would lead me to secure a permanent position within the authority upon completion of my graduate trainee contact – which proved to be the case as I now work in the City Deal Delivery Team!

The opportunity to progress your academic knowledge whilst gaining invaluable experience in the profession, combined with additional training and the continuous support provided by managers and colleagues make the programme, and indeed Lancashire County Council, an excellent base to commence a long and successful career.



www.lancashire.gov.uk

CARDINAL NEWMAN COLLEGE STUDENT CASE STUDY

BECKY INGHAM

Programme
of Study: A Levels

- Maths
- Chemistry
- Biology

Grades: ABB

Destination: BAE
Apprenticeship

"Cardinal Newman had a lot to offer and there have been some fantastic opportunities that have helped me gain an Apprenticeship with BAE. I have enjoyed all my lessons and the teaching here is great. The destination was worth all the hard work!"



#WEARENEWMAN



Conlon uclan

UCLan Masterplan stand at Conlon Site Tours at the Lancashire Science Festival

The Masterplan team had a stand at the 2017 Lancashire Science Festival with construction themed giveaways and the 3D models of the campus and buildings to be constructed. The team were on hand to answer any questions from the parents and children who visited the stand throughout the day.

On Saturday 1 July as part of the Lancashire Science Festival weekend Conlon conducted site tours for festival goers. They took parents and children on tours of the Foster Social Space, explaining what was happening and then answering any questions about the construction of the building. The children were also visited by Charlie Conlon (the builder costume) and were given goodies to take away. Approximately 40 visitors took part in the site tours on the day.

Increasing Construction Placements and Internships

UCLan are working closely with Conlon to increase the number of students receiving placements and internships which should lead to more graduates being employed in Construction and Engineering roles. In January and February 2017 students and lecturers from UCLan's Foundation Year Building Surveying and Civil Engineering course had on-site lectures about building foundations, site processes and job roles. For some students it was their first time on a building site.

Student Profile

James Maguire

From: Christ the King High School

Apprenticeship: Engineering Level 2

Company: Petann Engineering,
Leyland

James is in his second year and is due to complete in 2020.

"This apprenticeship gives me the opportunity to make myself self-disciplined."



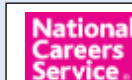
RUNSHAW COLLEGE



Conlon uclan

UCLan and Conlon working with Darwen Aldridge Community Academy

The students from the Academy spent several hours with Conlon Construction receiving hands on lectures for their course. These students are completing an accredited course in Design Engineering and Construction, which will lead them to a career in the construction industry. The students were guided around the site by Adam, the site manager, who introduced them to health and safety, site standards and the construction work that was taking place on site.



National Careers Service Construction event for Teachers

The Construction event on 12th July was hosted by BSRIA. The event featured presentations from the host organisation BSRIA, CITB and Eric Wright, a tour of BSRIA's new facilities at Walton Summit and a demonstration of the equipment.

The aim of the event was to challenge the preconceptions at teachers may have about the modern Construction industry and inform them of the career opportunities that exist for young people in the City Deal area.

Teachers attended and the following schools were presented Parklands, Southlands, Lostock Hall, St. Bede's Blackburn, Blackburn Royal Grammar School, Runshaw College, Ashton Community Science College, Ribblesdale High School, Preston's College, as well as Community Gateway and UCLAN.



LEP – Sub Committee

LEP - Lancashire Skills and Employment Board

Private and Confidential: No

Wednesday, 29 November 2017

Technical Education Vision

Appendices A and B refer

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Executive Summary

As per discussions at previous committee meetings, SDG Economic Development (SDG-ED) have been commissioned to develop a vision for a high performing technical education system in Lancashire. The vision aims to encapsulate Lancashire's future ambitions for technical education, identify objectives and priorities and suggest pragmatic recommendations for action, which are shared and owned by stakeholders.

The visioning piece takes into account the national policy context, the forecast labour market demands in Lancashire's priority sectors, current and emerging physical learning assets and future ambitions of providers based in Lancashire.

Stakeholder engagement is a critical element of the visioning piece. The process being undertaken by SDG-ED is iterative, and has involved a number of stages involving stakeholder consultations and workshops. The final workshop took place on Thursday 23rd November with 31 delegates, with a mix of providers, employers and employer representative bodies.

SDG will be providing a presentation at the committee in regard to the development of the vision and the draft framework, as presented at the workshop, with feedback and comments from delegates. The slides from the workshop are provided in Appendix A and the draft framework is provided in Appendix B. SDG will talk to a condensed version of the slides at the committee meeting, and present the latest feedback and recommend next steps.

Recommendation

The committee are asked to consider the slides and the draft framework and contribute to a discussion at the meeting to help shape the framework for the vision and agree actions going forward.

A Technical Education Vision for Lancashire

A draft vision & route-map

23 November 2017

Welcomes & Introductions

Michele Lawty-Jones, Director,
Lancashire LEP Skills Hub,

Study objectives & Context

Simon Pringle



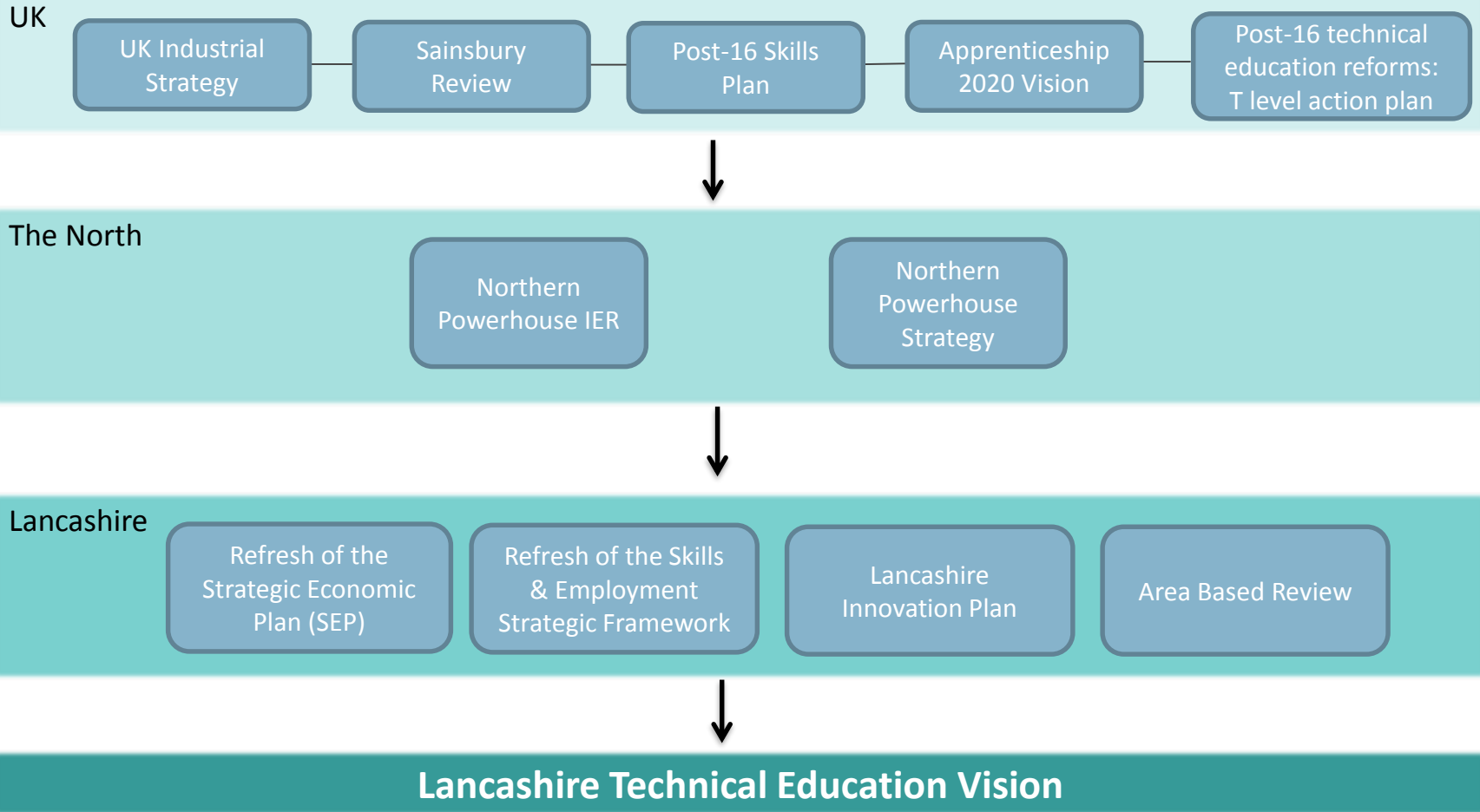
About us . . . & the Study

- SDG Economic Development
 - New 10-person start-up
 - Working across economic development agenda – national & sub-national
 - Offices in Manchester, Leeds & London
 - Skills a key issue
- The Study
 - Commissioned by Lancashire LEP Skills Hub
 - Produce a Technical Education *Vision for Lancashire*
 1. Taking account of national policy, labour market demands, current & proposed learning assets, & Lancashire's future ambitions
 2. Clear, place-and-its issues specific
 3. Builds a supporting consensus

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Context – Layers of Policy



Context – more specifically

- T-Levels Action Plan
 - 15 routes, Level 3 equivalent, 16-19 focus, built on 'common core' skills
 - Study programmes, broader than occupation-focused apprenticeships
 - Staggered roll-out to Sept 22, 6 Expert Panels convened, trialing work-placements
 - Occupational map/progression pathways & 'Transition Year' to be consulted on
 - Teacher/leader capacity building (details Summer 18)
- Other developments
 - Industrial Strategy & Sector Deals
 - Apprenticeship Levy (April 17)
 - Careers Strategy due before end of 17
 - National Colleges opened, Institutes for Technology bids
 - Lifelong Learning/Adults – small scale pilots
 - Levels 4 & 5 – greater complexity & less clarity

Talking Terms

- Sainsbury Review, 2016
 - *“Technical education is not, & must not be allowed to become, simply ‘vocational education’ rebadged*
 - *Rather, the Government must be explicit that to be described as technical education a programme must . . .*
 - *focus on progression into skilled employment . . .*
 - *& require the acquisition of both a substantial body of technical knowledge & a set of practical skills valued by industry.”*

Technical Education – what did you say?

- Technical education combines **knowledge with competence & practical application**
- It is **mainly Levels 2 & 3**, but not exclusively – higher levels also
 - It is exclusively post-16
- It is **not ‘non-academic’** . . . but does have a **heavily technical component** & so delivery must include opportunities for practical experience
- It has a **labour market focus**, with courses delivering skills & knowledge for deployment in the workplace
- It is **a different pathway** alongside A-Levels, providing a more direct route into work for young people, as well as a route for re-training later in life

So, to the Vision 'thing'

- A clear articulation of Lancashire's ambitions for the future of Technical Education
- A consensus around the opportunities, objectives & their results
- Co-ordination of, & commitment, to action
- A genuine attempt to respond to Highest Common Factors, rather than Lowest Common Multiples
- . . . & undertaken as a co-production

Timings

- 10.15 The draft Vision – foundations, architecture, content
- 10.45 Q&A
- 10.55 Tea & Coffee
- 11.00 Breakout groups
- 12.00 Plenary
- 12:25 Next steps & final Qs
- 12:30 Close (& lunch!)

Building the draft Vision

Fiona Tuck

Building a vision, the logical parts

- Rationale(s)
 - What are the issues we are seeking to address?
 - Drawn from Strengths, Weaknesses, Opportunities & Threats analysis
- Objective(s)
 - Faced by these issues, what do we think success is?
- Action(s)
 - How can the issues identified be resolved?
- Outcome(s)
 - What success should look like

What can be enhanced & what needs to be fixed?

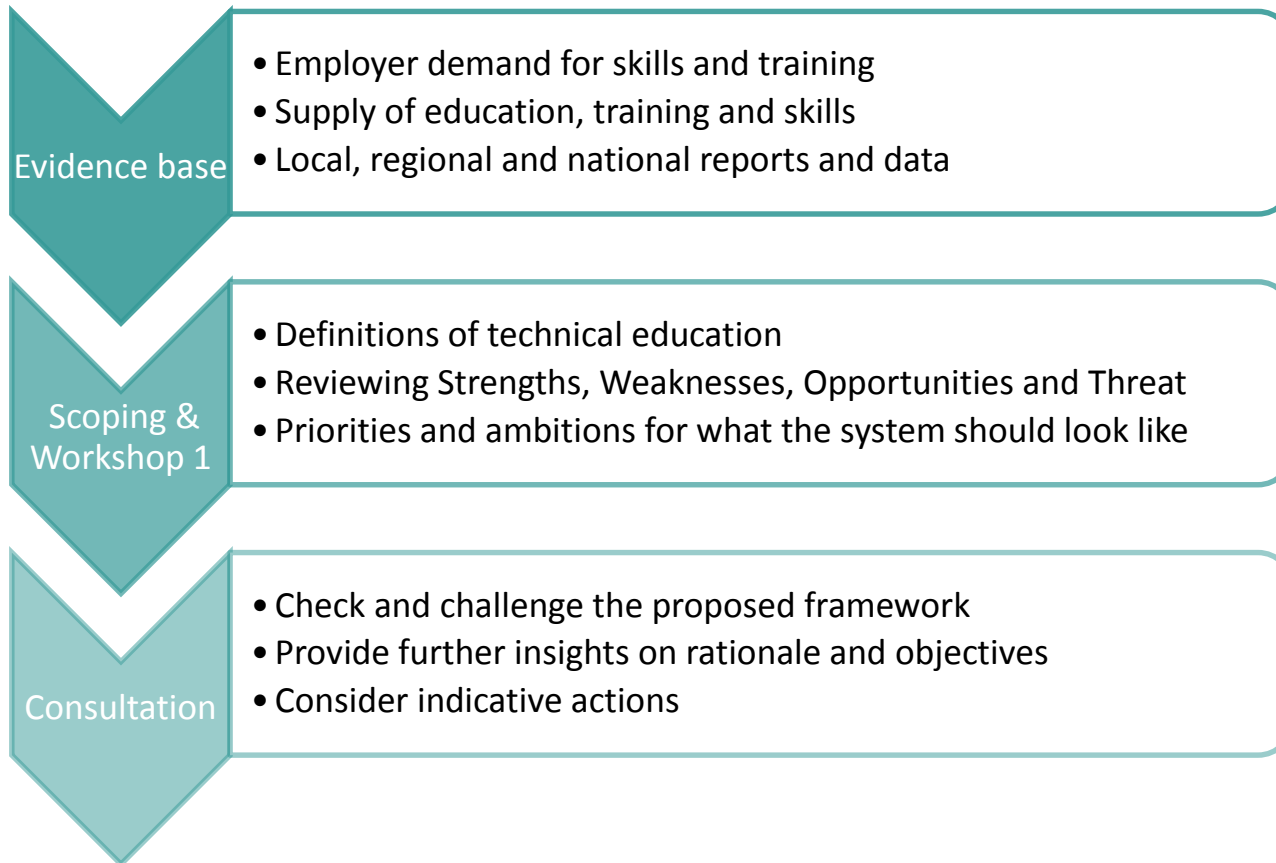
How do we do it?

How do we know it's working?

Building a vision, the parts still to come...

- An overarching 'vision statement'
- Route-map of actions (part of today's task...)
 - Short-term to 2020
 - Medium-term to 2025
 - Long-term to 2030

Gathering evidence (Building the rationale)



Sainsbury - current system not working as well as it could be

- UK wide recognition of skills shortages & challenge of 'uncompetitive' workforce
 - By 2020, OECD predicts UK will be 28/33 for intermediate skills,
 - Currently rank 16/20 OECD countries for proportion of people with technical qualifications
 - Productivity gap 20-35% competitors like Germany & France
- Questions as to whether current provision is fit for purpose
 - Small post-secondary technical education sector & underdeveloped apprenticeships
 - Confusion & quality: 21,000 Ofqual registered qualifications (158 awarding orgs). 'Race to bottom' in some areas.
 - Limited employer/industry engagement

In Lancashire this manifests as ...

- Lower productivity levels than the North West and UK averages

Forecast trajectory for Lancashire LEP to 2036: in a nutshell

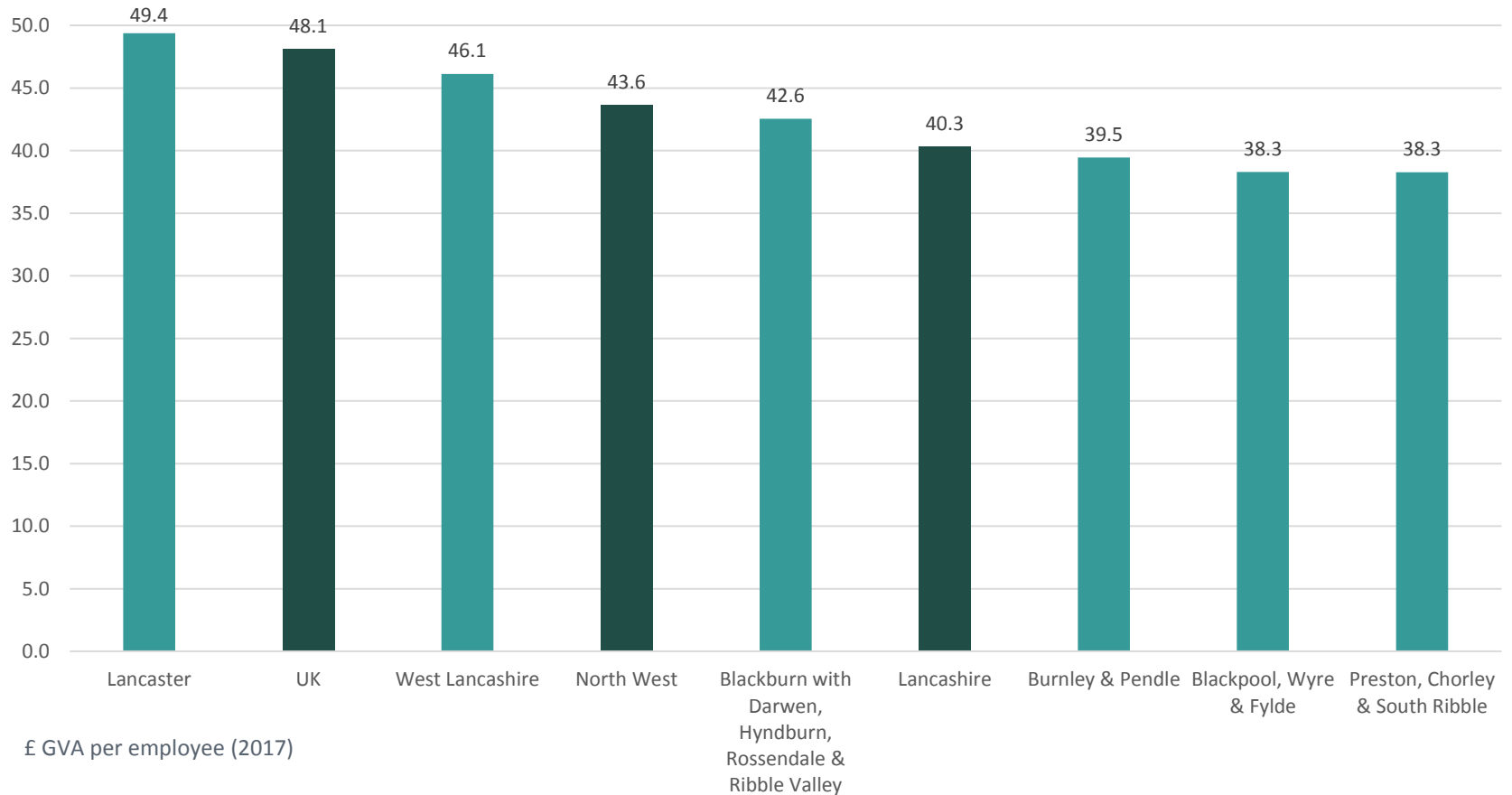
	Indicator	Lancs LEP	North West	UK
Now	Working-age Population	914k	4.5m	41.6m
	Employment (workplace-based jobs)	727k	3.6m	34.8m
	GVA (£2013 prices)	29.3bn	157.4bn	1,674bn
	Productivity (£ per worker)	£40.3	£43.6	£48.1



	Indicator	Lancs LEP	North West	UK
2036	Working-age Population	858k (-6.0%)	4.4m (-3.7%)	42.3m (+1.6%)
	Employment	746k (+2.7%)	3.8m (+5.6%)	37.3m (+7.3%)
	GVA	38.5bn (+31.7%)	213.9bn (+35.9%)	2,349bn (+40.3%)
	Productivity	£51.7 (+£11.4 / +28.2%)	£56.7 (+£12.5 / +28.7%)	£62.9 (£14.8 / +30.8%)

Source: Oxford Economics forecasting models

Productivity within Lancashire



Source: Oxford Economics forecasting models

Employment and productivity change within Lancashire

Travel to work area	Employment 2017 - 2036		Productivity* 2017 - 2036	
	Actual change	% change	Actual change	% change
Lancaster	4,260	6.6	£14.8	30.0
Blackpool, Wyre & Fylde	-105	-0.1	£11.0	28.7
Blackburn with Darwin, Hyndburn, Rossendale & Ribble Valley	-1,840	-1.1	£12.7	29.8
Preston, Chorley & South Ribble	15,730	7.6	£10.2	26.6
Burnley & Pendle	-100	-0.1	£11.7	29.7
West Lancashire	1,720	3.1	£13.7	29.7
Lancashire LEP	746,000	2.7	£11.4	28.2
North West	3.8m	5.6	£12.5	28.7
UK	37.3m	7.3	£14.8	30.8

* £ GVA per employee

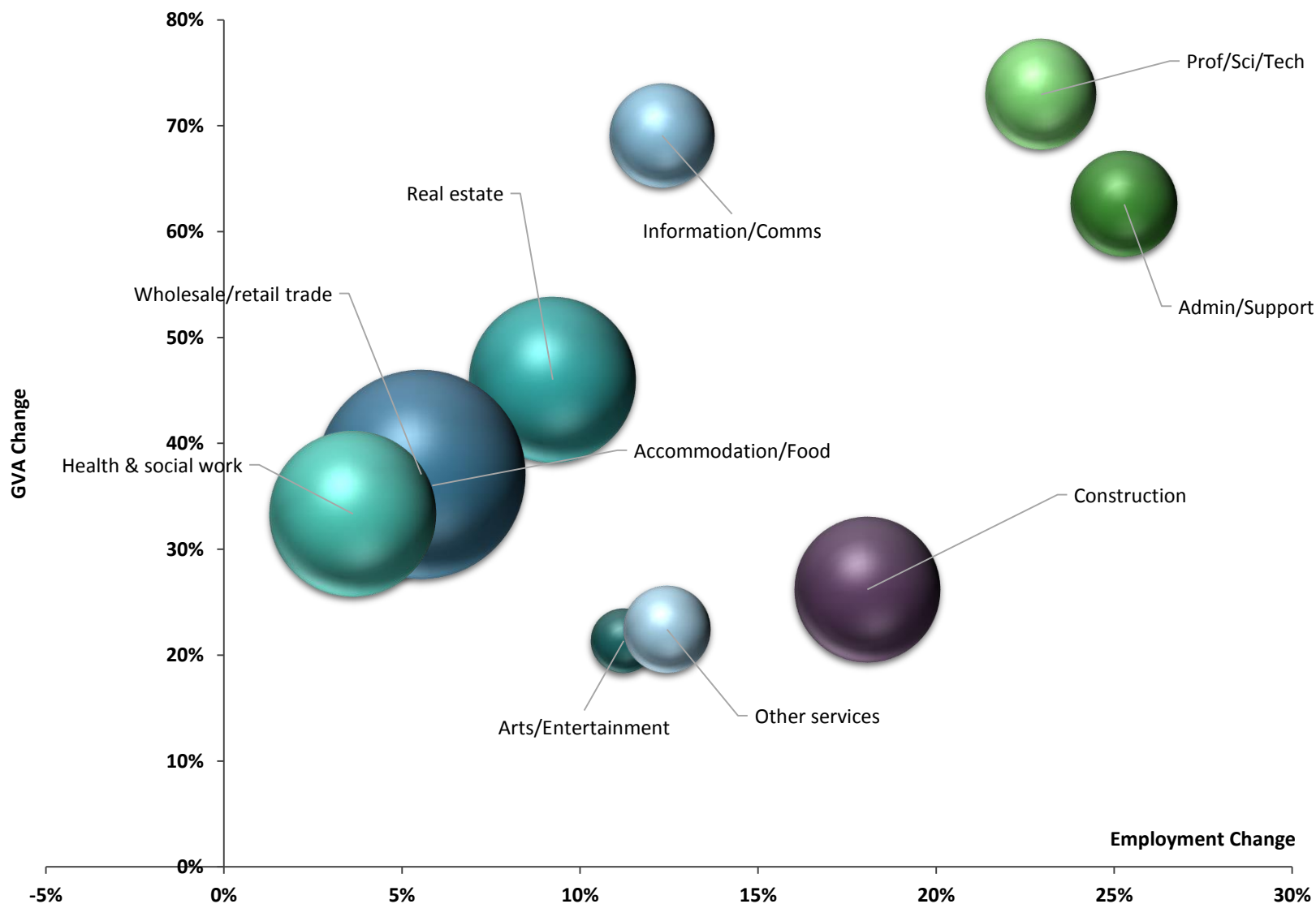
Source: Oxford Economics forecasting models

In Lancashire this manifests as ...

- Lower productivity levels than the North West and UK averages
- Employment and GVA increasing in sectors which anticipate high levels of disruption through technology and market change
 - Employment shrinking, but productivity increasing in manufacturing

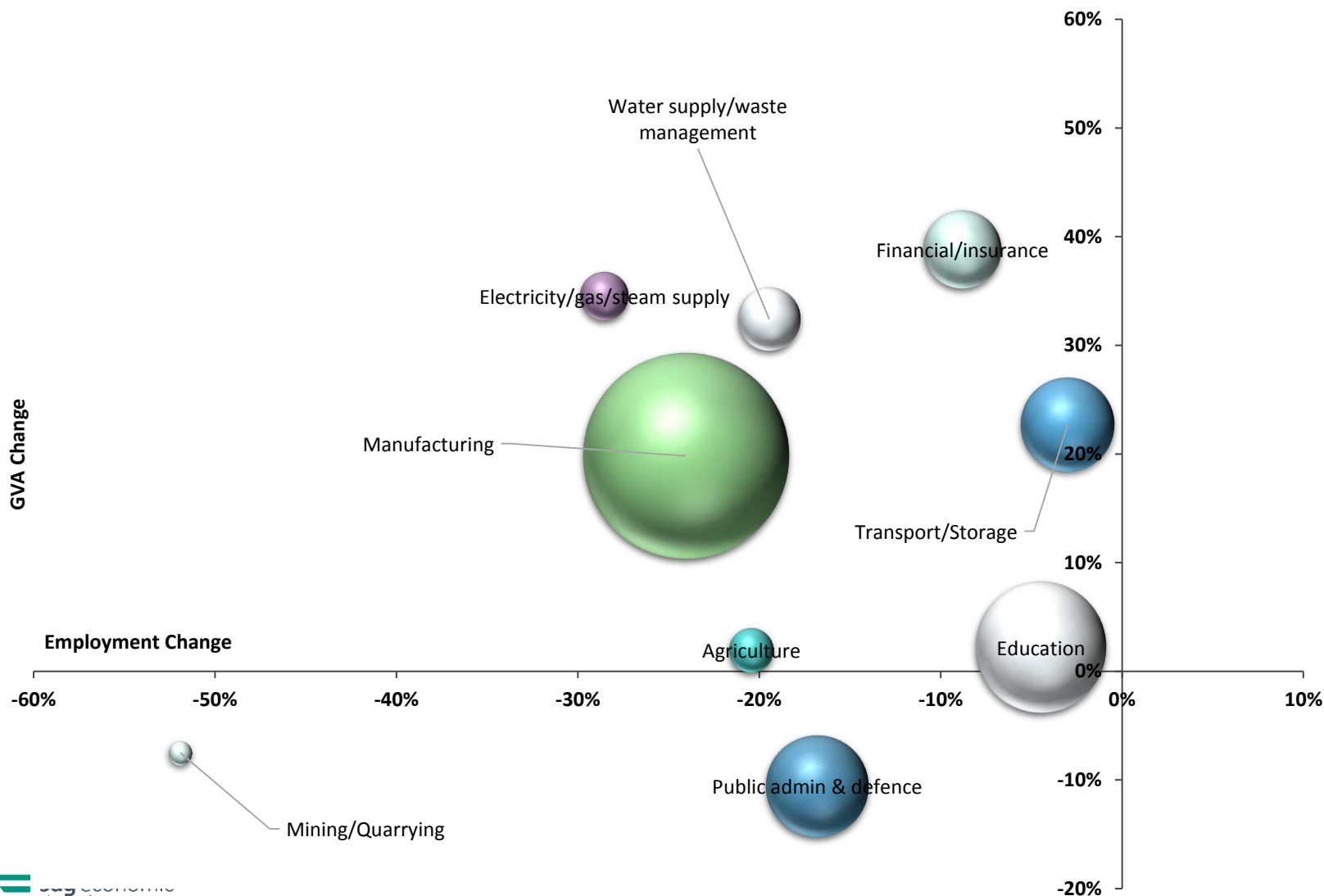
Projected Sector Shapes – Expanders

- Sectors projected to grow in both employment & GVA to 2036



Projected Sector Shapes – Adjusters/Shrinkers

- Adjusters are sectors projected to decrease in employment but grow in GVA to 2036
- Shrinkers are projected to decline in both employment replace GVA to 2036



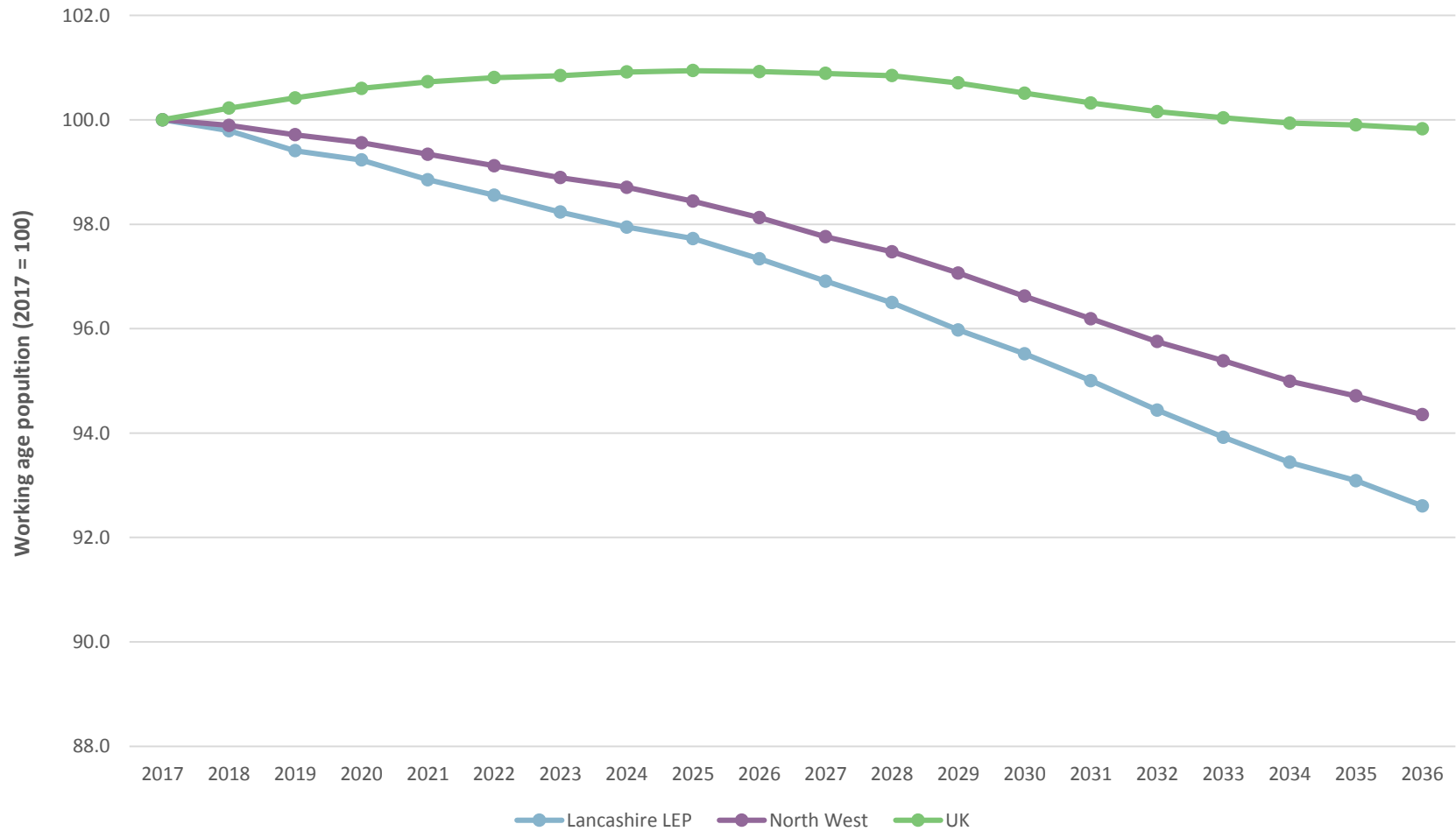
In Lancashire this manifests as ...

- Lower productivity levels than the North West and UK averages
- Employment and GVA increasing in sectors which anticipate high levels of disruption through technology and market change
 - Employment shrinking, but productivity increasing in manufacturing
- Recurring issues across key sectors:
 - A shortage of technical skills
 - Difficulties recruiting to higher level/specialist roles
 - A requirement for higher level skills

In Lancashire this manifests as ...

- A working age population declining at a greater rate than nationally

Forecast Working Age Population

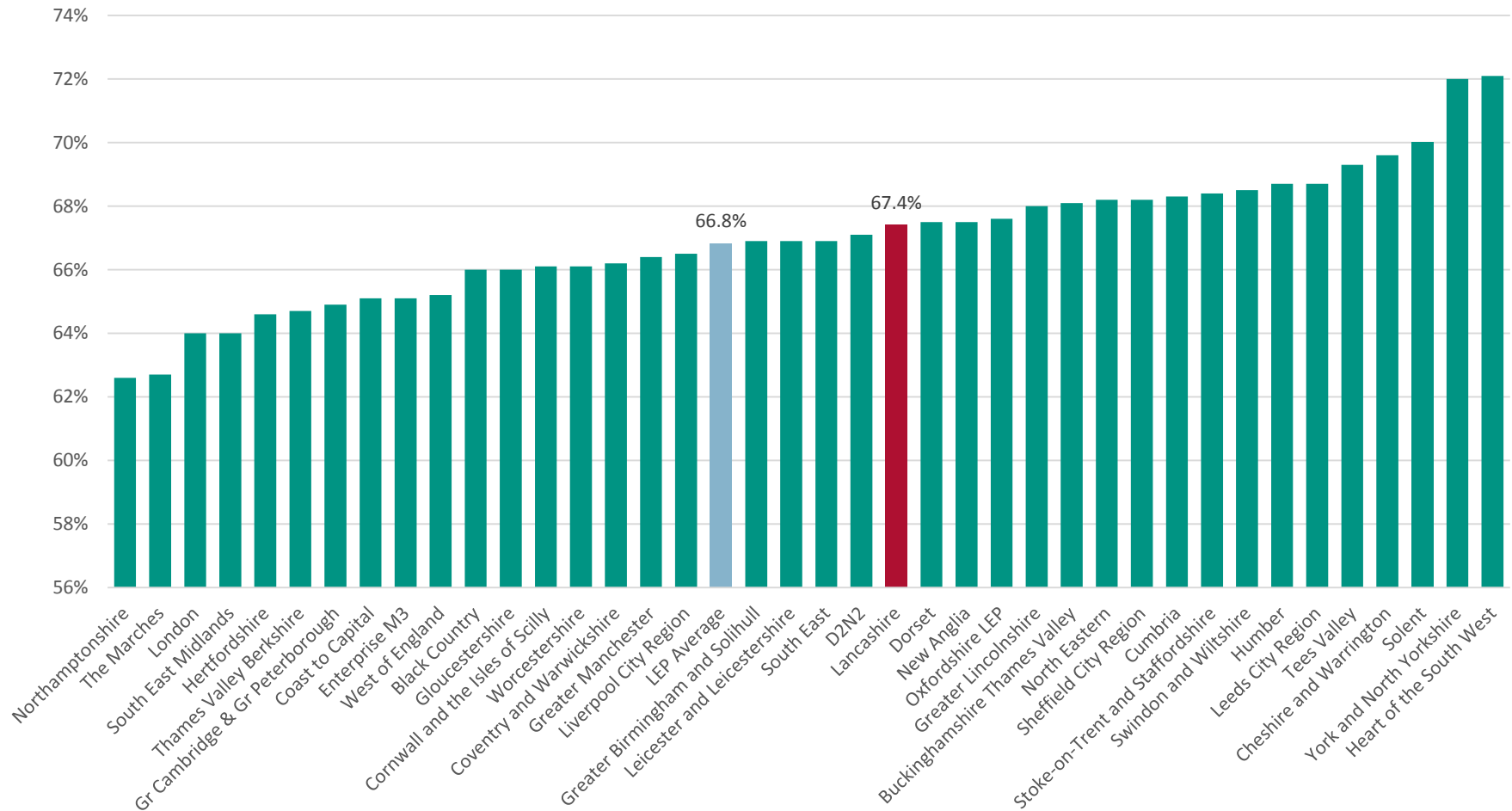


In Lancashire this manifests as ...

- A working age population declining at a greater rate than nationally
- A lower proportion of NVQ3 and NVQ4 qualified people compared to the North West and UK averages.
- Higher proportion of school leavers progressing into an FE college than nationally
- Slightly above average apprenticeship achievement rates

Apprenticeships – Attainment by LEP

- Lancs fares above LEP average in terms of overall apprenticeship achievement rates



Source: DfE, Overall achievement rates, 2015/16

So, some challenges, but strengths to build on...

- Providers in Lancs are communicative, with each other & employers
 - Employers can be & *are* engaged
 - A lot of good practice in co-designing training solutions to build on
- There is a strong mix of high performing/good quality providers
 - Good mix of public & private provision and employer providers
 - There are distinct strengths in the current provision & attainment levels
- Facilities in the area have received high level of LEP investment &, as such, are quite sophisticated.
 - These investments have been responsive to sector priorities & therefore, on the whole, been well received.
- Enterprise Advisor network reported to be working well

... weaknesses to address...

- Engagement is often with larger employers
 - Concern that the voice of SMEs is insufficiently heard and/or loud
- Employers find 'the system' overwhelming
 - Perceived replication of provision & investment across the County
 - Feeling that more could be done to manage specialisms at higher levels
- Mixed picture of routes & options at different types of provider
 - Schools with Sixth Forms, Sixth Forms, Colleges, Private Providers, Employer Providers
- A challenging geography, transport infrastructure & distinct travel to work & learn geographies
- School engagement with, understanding of & advice (& information) on technical education

... opportunities to exploit ...

- Remove the barriers of geography internally & externally, where possible
 - Embrace new technology to transform delivery models
- Key industries in the County likely to be hot-beds for new technical roles
 - Manufacturing, Finance, Professional, scientific and technical activities, Information and communication, Administration and support services
- Viable number of world-class companies
 - Could larger businesses do more work with their supply chains and advocate to SMEs
- Changes to professional development for teachers & school staff to improve industry relevance

And threats & risks to be aware of...

- Onerous levels of employer engagement required
 - Particularly regarding demand for quality work experience & input into qualification design, and particularly for SMEs
- Delivering effective training & development for school & college staff, without compromising quality
- Concern that provider 'self-interest' will prevail rather than the County best interest.
 - View that providers can be overly competitive, which limits opportunities for collaboration
- Insufficient understanding of options leading to pipeline issues
- Technical education routes seen as a 'plan B' by parents
 - Need for equal status with academic routes

Key points taken into the most recent consultation

- The need to support and enable the competitiveness and productivity of businesses in Lancashire
- The central role of collaborative working
- The importance of school engagement to securing a pipeline of students
- A desire to combine industry expertise with understanding of teaching and education
 - In various forms – delivery of education and training, curriculum design, work experience and LMI
- ‘Rise above’ policy change
 - Ensure the vision is sufficiently robust to be long-lasting

Key points taken out of the most recent consultation

- Those previously and...
- Upholding the format as a vision – not an action plan
 - A greater focus on outcomes
- A need for greater clarity on replication and/or duplication
 - Where this is understandable/inevitable and where specialisms could be concentrated
- Important to collaborate effectively within the County and out-with
 - Geographical neighbours, nationally (internationally)
- The importance of life/soft skills as well as technical skills
- The need to include engagement with parents/carers/families as key influencers

Key points taken out of the most recent consultation

- Concerns about meeting the high levels of employer engagement required in the future
 - Particularly T-Level work experience
- The need for the action plan to be backed by resources
 - Both financial and human – ‘to do the doing’
- Developing a vision that providers can endorse, and work collaboratively to deliver, without losing autonomy
- Effectively leveraging existing assets
 - Cross referencing to other strategies

Recap - the logical parts

- Rationale(s)
 - What are the issues we are seeking to address?
 - Drawn from Strengths, Weaknesses, Opportunities & Threats analysis
- Objective(s)
 - Faced by these issues, what do we think success is?
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What can be enhanced & what needs to be fixed?

How do we do it?

How do we know it's working?

Vision: In 2030 Lancashire's Technical Education system will [...]

Enhance the productivity of Lanc's businesses

Anticipate and respond to market & technology change

Start conversations about careers at primary level & sustain them

Be co-designed & delivered with employers

Be planned & managed collectively

Rationale

Lancs productivity levels lower than North West & National averages.

Requirement for higher level skills & difficulties recruiting; increased need to develop current workforce, but challenges engaging with education system.

Reducing workforce size; working age population forecast to decline at a greater rate than nationally. At same time, people working longer & 'jobs for life' less common.

Requirement to understand the implications of new technologies & markets.

New business models & ways of working will reshape businesses, and types of skills needed.

Existing roles are being re-designed, new occupations will emerge, some may cease to exist.

Continual technological growth & development means technological mindsets likely to be increasingly in demand.

Risk that insufficient understanding of the options available, alongside negative perceptions of technical routes, limits young people's choices & future pipeline of workers.

Engagement with careers & industry required from a younger age to 'start the conversation' about Tech Ed.

Good existing relationships between employers and providers, lots of good practice to build on in providing work based learning.

Where businesses are currently engaged tends to be large employers; concern that SME voice is insufficiently heard.

Increasingly fast pace of change necessitates rapid response to training needs. Requires both broader and deeper collaborations between employers and providers to maintain industrial relevance.

Lancs has a strong system of high performing & good quality providers. However, employers find it difficult to navigate & are unclear how to get what is best for them.

Challenging geography, no 'one' centre, several Travel to Work & Learn areas, often connecting with areas outside Lancs.

Need to work more collaboratively to manage & co-ordinate specialisms, avoid unnecessary replication & share best practice.

Objectives

Outcomes

Underpinning themes

Vision: In 2030 Lancashire's Technical Education system will [...]

Enhance the productivity of Lanc's businesses

Anticipate and respond to market & technology change

Start conversations about careers at primary level & sustain them

Be co-designed & delivered with employers

Be planned & managed collectively

Rationale



Objectives

Develop range of high-quality technical routeways, leading to stronger technical skills base to enable business performance.

Develop accessible training pathways for adults seeking to re-skill during their career.

Improve work readiness of those completing education & training, providing soft/life skills alongside technical skills to optimise productivity of new recruits.

Develop a proactive system to track & anticipate future market & tech change.

Embed a clear process to translate changes into Tech Ed requirements, in the context of Lancs, recognising its sectoral uniqueness.

Over time, enable employers to more effectively self-diagnose training needs as their businesses evolve.

Provide consistent & positive information for learners & influencers (e.g. parents & carers) to ensure equal status with academic routes & enable informed choices at key decision points.

Engagement with industry in education at all ages & stages, with work-related learning & activities embedded in all schools (primary & secondary), colleges and universities.

Be sufficiently agile and flexible to respond to change and maintain fitness for purpose.

Establish a virtuous cycle of collaborative work between employers and providers, sharing information in both directions.

Work to common models for employer engagement to review the effectiveness and industry relevance of education and training.

Co-ordinate provider specialisms and create centres of excellence for higher level learning to leverage the best provision.

Simplify contact with, and access to, education and training for employers and learners, enabling them to make informed choices.

Invest in, and utilise, digital technology to support collaborative working and share curriculum materials.

Outcomes



Underpinning themes



Vision: In 2030 Lancashire's Technical Education system will [...]

Enhance the productivity of Lanc's businesses

Anticipate and respond to market & technology change

Start conversations about careers at primary level & sustain them

Be co-designed & delivered with employers

Be planned & managed collectively

Rationale

More productive Lancashire businesses & economy, leading to greater wealth creation & resilience.

Improved understanding of the implications of markets & technology changing for the world of work.

Young people & their parents/carers understand different routes & potential careers.

Responsive development and delivery of Tech Ed.

A co-ordinated & joined-up offer of education and training, accessible to all and networked to optimise available resources.

Objectives

Learners and workers better equipped to sustain and progress careers in an increasingly complex world of work.

Higher rates of business growth and diversification into new/emerging sectors/activities.

People can combine, & switch between academic & technical routeways with ease.

High levels of work readiness amongst Tech Ed leavers.

A stronger and more sustainable market for Tech Ed, as employers are increasingly able to identify and source the training they need.

Outcomes

More productive businesses & economy, leading to greater wealth creation & resilience.

Learners and workers better equipped to sustain and progress careers in an increasingly complex world of work.

Improved understanding of the implications of markets & technology changing for the world of work.

Higher rates of business growth and diversification into new/emerging sectors/activities.

Lancs businesses increasingly sophisticated consumers of Tech Ed.

Young people & their parents/carers understand different routes & potential careers.

People can combine, & switch between academic & technical routeways with ease.

Future workforce able to make informed choices & resilient to change.

Responsive development and delivery of Tech Ed.

High levels of work readiness amongst Tech Ed leavers.

Fewer skills gaps as issues are resolved by co-designed training.

Teaching staff have up-to-date understanding of industry trends, practice and skills requirements.

A co-ordinated & joined-up offer of education and training, accessible to all and networked to optimise available resources.

A stronger and more sustainable market for Tech Ed, as employers are increasingly able to identify and source the training they need.

Underpinning themes

Vision: In 2030 Lancashire’s Technical Education system will [...]

Enhance the productivity of Lanc’s businesses	Anticipate and respond to market & technology change	Start conversations about careers at primary level & sustain them	Be co-designed & delivered with employers	Be planned & managed collectively
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Rationale				
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Objectives				
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Outcomes				
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Underpinning themes

Excellent labour market information and intelligence
Strong monitoring and evaluation and a culture of constant learning (from the UK and international peers)
Supporting learners throughout their lifetime

Q&A

Breakout Working

Simon Pringle

Logistics

- 3 or 4 Break Out Groups
 - Room 1 – David B (PURPLE)
 - Room 5 – Lisa M (BLANK)
 - 1 or 2 in here (Fiona T, BLUE & Michele LJ, GREEN)
- Self-appoint Chair and Rapporteur . . . Facilitator in each group
- 1 hour to work, 25 min plenary
- Hard copies of framework & Qs
- I'll wander round . . .

Breakout Qs

1. To what extent do you recognise & agree with the proposed Vision Framework? (10 mins)
2. What other perspectives would be helpful? Are there further objectives you would like to see? (10 mins)
3. Are the outcomes fair & reasonable? (15 mins)
4. For the framework as a whole, what would be your group's
 - Top 3 short term 'actions on the ground' (to 2020) – more than business as usual?
 - Longer-term change projects? (25 mins)

Plenary

Simon Pringle

23 November

Next Steps & Final Questions

Fiona Tuck

23 November

Thank you & Close
Michele Lawty-Jones

23 November

Further Questions

Email fiona.tuck@sdgworld.net

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Enhance the productivity of Lancashire's businesses	Anticipate & respond to market & technology change	Start conversations about careers at primary level & sustain them	Be co-designed & delivered with employers	Be planned & managed collectively
<ul style="list-style-type: none"> Lancs productivity levels lower than North West & National averages. Requirement for higher level skills & difficulties recruiting; increased need to develop current workforce, but challenges engaging with education system. Reducing workforce size; working age population forecast to decline at a greater rate than nationally. At same time, people working longer & 'jobs for life' less common. 	<ul style="list-style-type: none"> Requirement to understand the implications of new technologies & markets. New business models & ways of working will reshape businesses, and types of skills needed. Existing roles are being re-designed, new occupations will emerge, some may cease to exist. 	<ul style="list-style-type: none"> Continual technological growth & development means technological mindsets likely to be increasingly in demand. Risk that insufficient understanding of the options available, alongside negative perceptions of technical routes, limits young people's choices & future pipeline of workers. Engagement with careers & industry required from a younger age to 'start the conversation' about Tech Ed. 	<ul style="list-style-type: none"> Good existing relationships between employers and providers, lots of good practice to build on in providing work based learning. Where businesses are currently engaged tends to be large employers; concern that SME voice is insufficiently heard. Increasingly fast pace of change necessitates rapid response to training needs. Requires both broader and deeper collaborations between employers and providers to maintain industrial relevance. 	<ul style="list-style-type: none"> Lancs has a strong system of high performing & good quality providers. However, employers find it difficult to navigate & are unclear how to get what is best for them. Challenging geography, no 'one' centre, several Travel to Work & Learn areas, often connecting with areas outside Lancs. Need to work more collaboratively to manage & co-ordinate specialisms, avoid unnecessary replication & share best practice.
<ul style="list-style-type: none"> Develop range of high-quality technical routeways, leading to stronger technical skills base to enable business performance. Develop accessible training pathways for adults seeking to re-skill during their career. Improve work readiness of those completing education & training, providing soft/life skills alongside technical skills to optimise productivity of new recruits. 	<ul style="list-style-type: none"> Develop a proactive system to track & anticipate future market & tech change. Embed a clear process to translate changes into Tech Ed requirements, in the context of Lancs, recognising its sectoral uniqueness. Over time, enable employers to more effectively self-diagnose training needs as their businesses evolve. 	<ul style="list-style-type: none"> Provide consistent & positive information for learners & influencers (e.g. parents & carers) to ensure equal status with academic routes & enable informed choices at key decision points. Engagement with industry in education at all ages & stages, with work-related learning & activities embedded in all schools (primary & secondary), colleges and universities. 	<ul style="list-style-type: none"> Be sufficiently agile and flexible to respond to change and maintain fitness for purpose. Establish a virtuous cycle of collaborative work between employers and providers, sharing information in both directions. Work to common models for employer engagement to review the effectiveness and industry relevance of education and training. 	<ul style="list-style-type: none"> Co-ordinate provider specialisms and create centres of excellence for higher level learning to leverage the best provision. Simplify contact with, and access to, education and training for employers and learners, enabling them to make informed choices. Invest in, and utilise, digital technology to support collaborative working and share curriculum materials.
<ul style="list-style-type: none"> More productive businesses & economy, leading to greater wealth creation & resilience. Learners and workers better equipped to sustain and progress careers in an increasingly complex world of work. 	<ul style="list-style-type: none"> Improved understanding of the implications of markets & technology changing for the world of work. Higher rates of business growth and diversification into new/emerging sectors/activities. Lancs businesses increasingly sophisticated consumers of Tech Ed. 	<ul style="list-style-type: none"> Young people & their parents/carers understand different routes & potential careers. People can combine, & switch between academic & technical routeways with ease. Future workforce able to make informed choices & resilient to change. 	<ul style="list-style-type: none"> Responsive development and delivery of Tech Ed. High levels of work readiness amongst Tech Ed leavers. Fewer skills gaps as issues are resolved by co-designed training. Teaching staff have up-to-date understanding of industry trends, practice and skills requirements. 	<ul style="list-style-type: none"> A co-ordinated & joined-up offer of education and training, accessible to all and networked to optimise available resources. A stronger and more sustainable market for Tech Ed, as employers are increasingly able to identify and source the training they need.

Excellent labour market information and intelligence

Strong monitoring and evaluation and a culture of constant learning (from the UK and international peers)

Supporting learners throughout their lifetime

Agenda Item 9

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