A Technical Education Vision for Lancashire

A draft vision & route-map

23 November 2017

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Welcomes & Introductions

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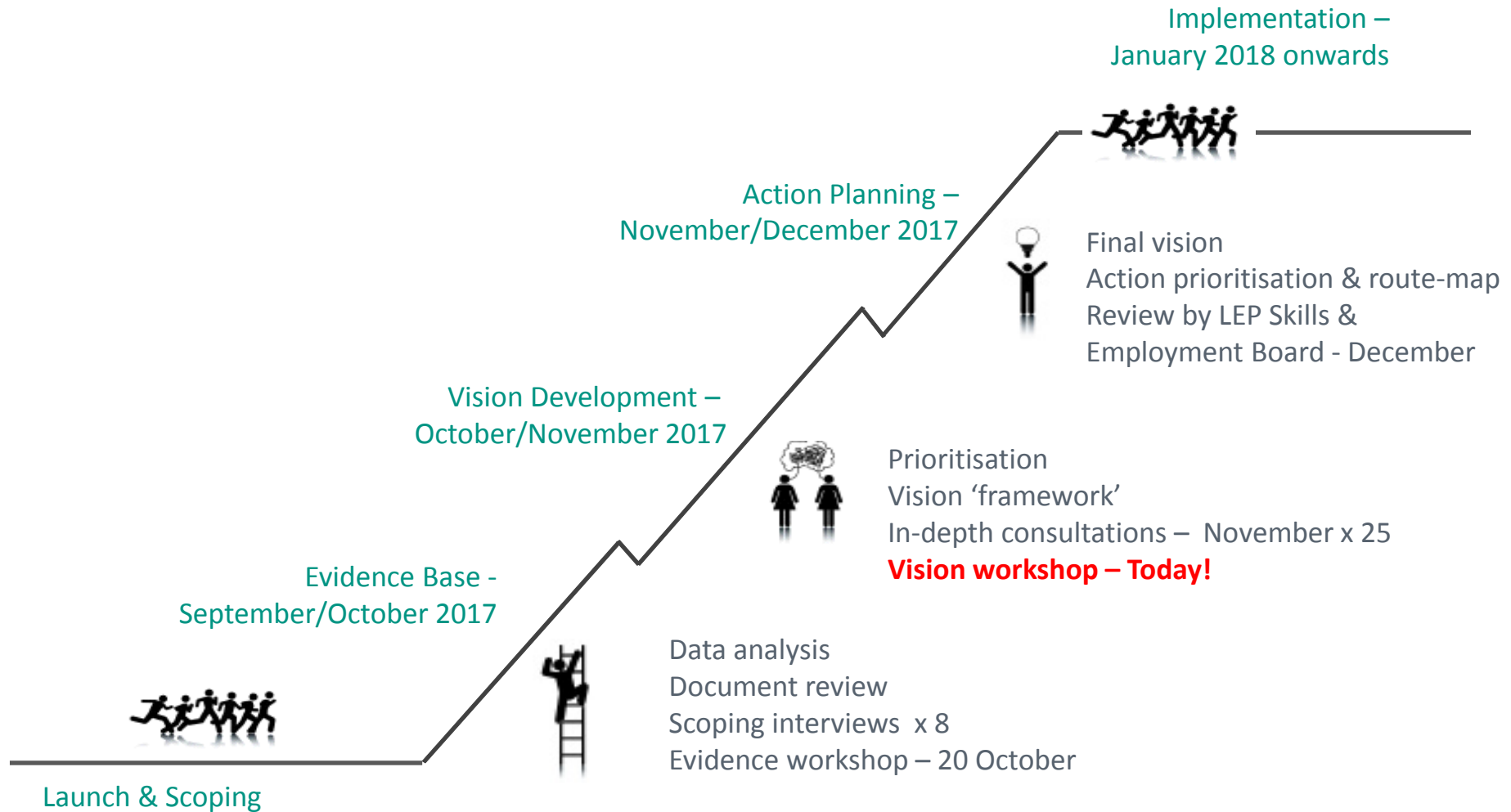Lancashire LEP Skills Hub,

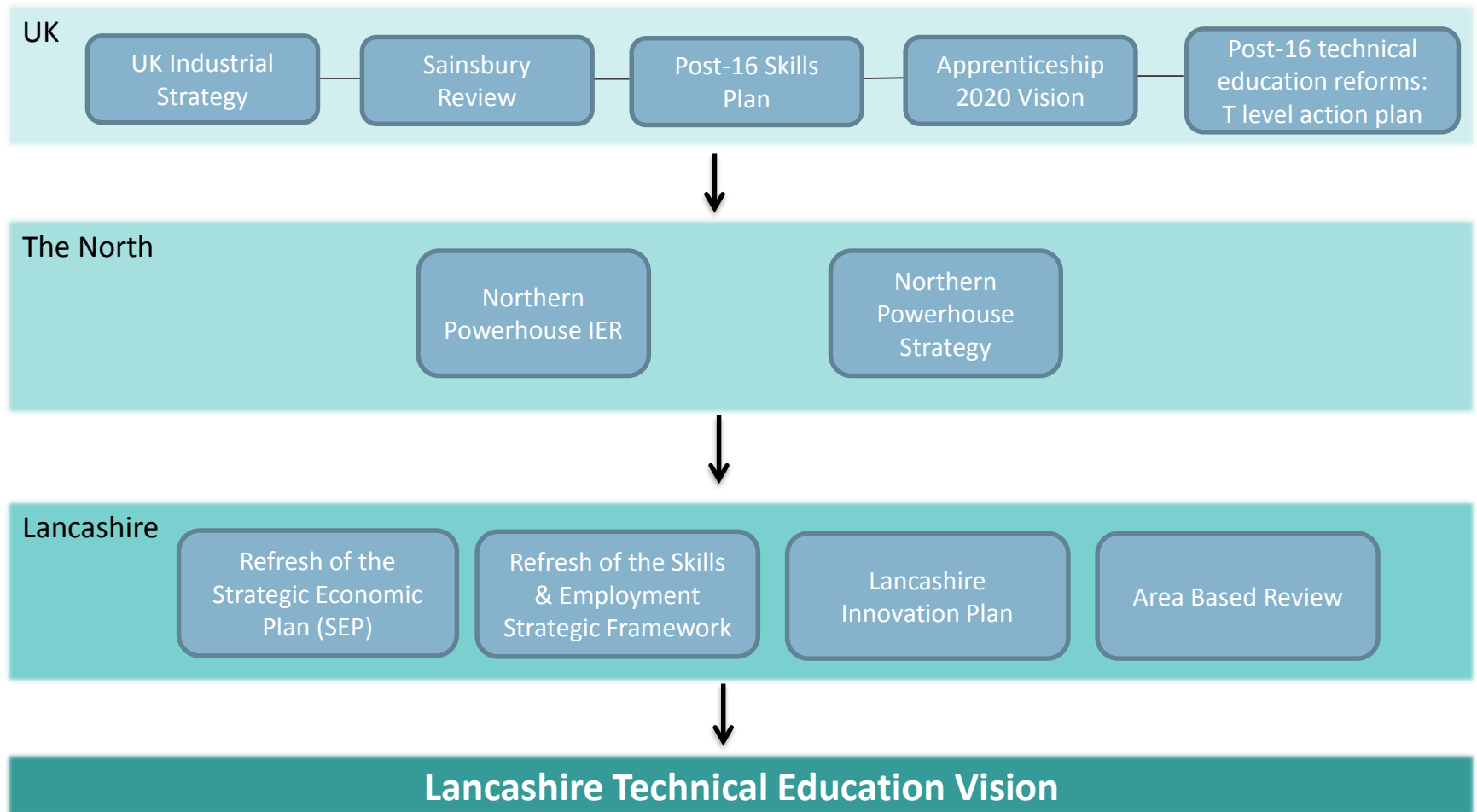# Study objectives & Context

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

Workplan & Milestones

Implementation –
January 2018 onwards

Action Planning –
November/December 2017

Final vision
Action prioritisation & route-map
Review by LEP Skills &
Employment Board - December

Vision Development –
October/November 2017

Prioritisation
Vision 'framework'
In-depth consultations – November x 25
Vision workshop – Today!

Evidence Base -
September/October 2017

Data analysis
Document review
Scoping interviews x 8
Evidence workshop – 20 October

Launch & Scoping

Context – Layers of Policy

UK

| UK Industrial Strategy | Sainsbury Review | Post-16 Skills Plan | Apprenticeship 2020 Vision | Post-16 technical education reforms: T level action plan |

The North

Northern Powerhouse IER

Northern Powerhouse Strategy

Lancashire

| Refresh of the Strategic Economic Plan (SEP) | Refresh of the Skills & Employment Strategic Framework | Lancashire Innovation Plan | Area Based Review |

Lancashire Technical Education Vision

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

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Building a vision, the logical parts

- Rationale(s)
  - What are the issues we are seeking to address?
  - Drawn from Strengths, Weaknesses, Opportunities & Threats analysis

What can be enhanced & what needs to be fixed?

- Objective(s)
  - Faced by these issues, what do we think success is?

- Action(s)
  - How can the issues identified be resolved?

How do we do it?

- Outcome(s)
  - What success should look like

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

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Gathering evidence (Building the rationale)

Evidence base
- Employer demand for skills and training
- Supply of education, training and skills
- Local, regional and national reports and data

Scoping & Workshop 1
- Definitions of technical education
- Reviewing Strengths, Weaknesses, Opportunities and Threat
- Priorities and ambitions for what the system should look like

Consultation
- Check and challenge the proposed framework
- Provide further insights on rationale and objectives
- Consider indicative actions

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

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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

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Productivity within Lancashire

£ GVA per employee (2017)

Source: Oxford Economics forecasting models

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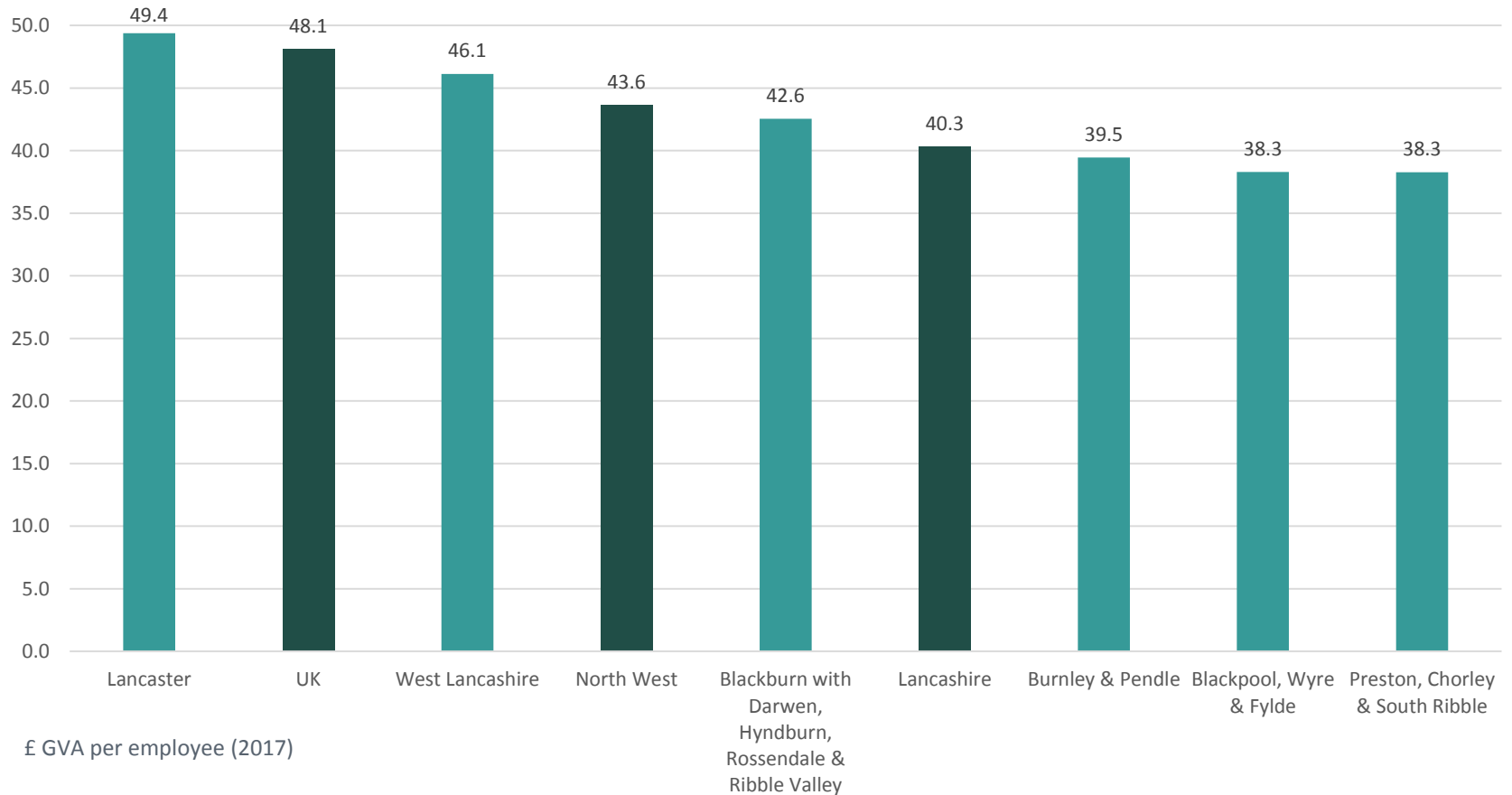
Employment and productivity change within Lancashire

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

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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
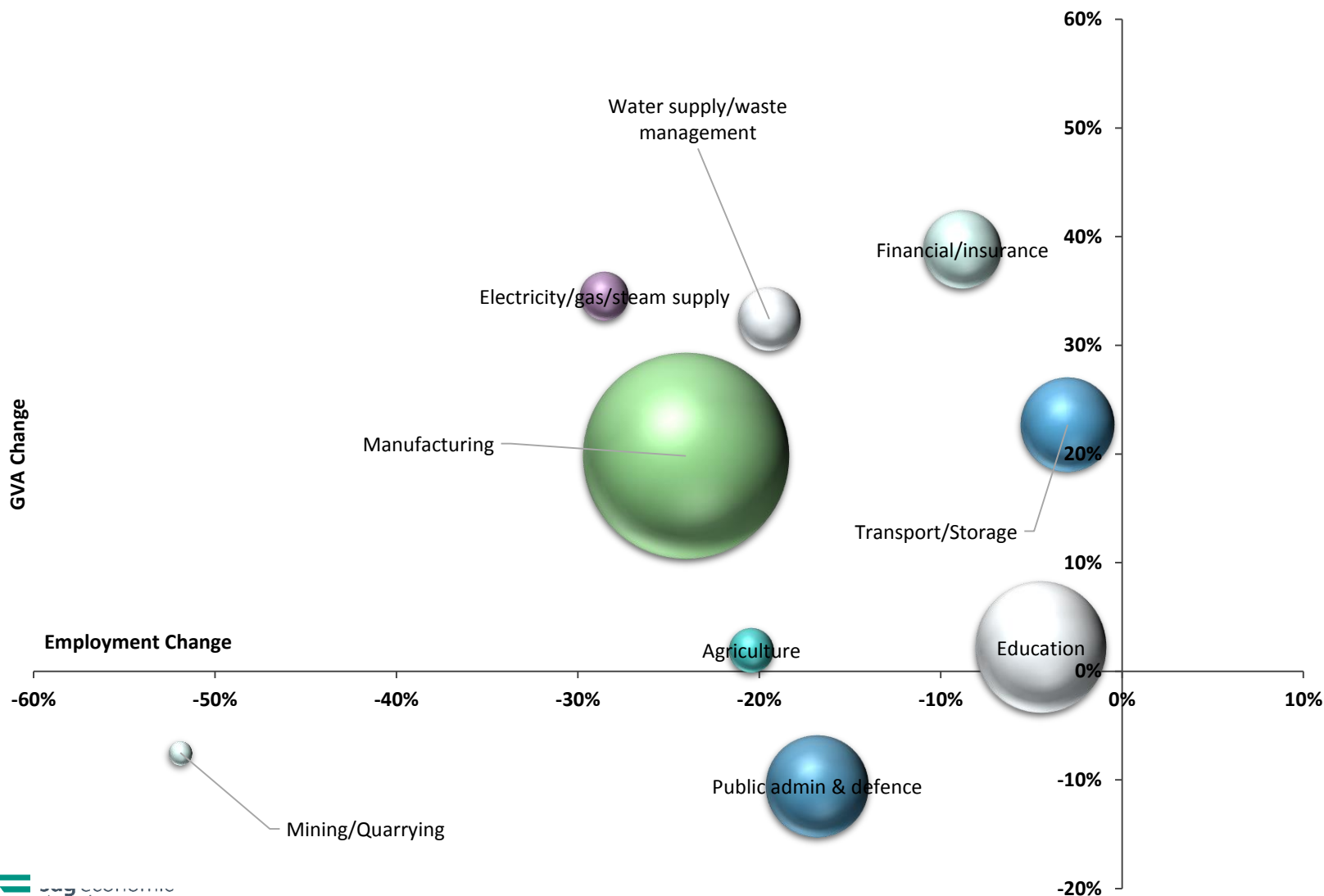 - Employment shrinking, but productivity increasing in manufacturing

Projected Sector Shapes – Expanders

- Sectors projected to grow in both employment & GVA to 2036
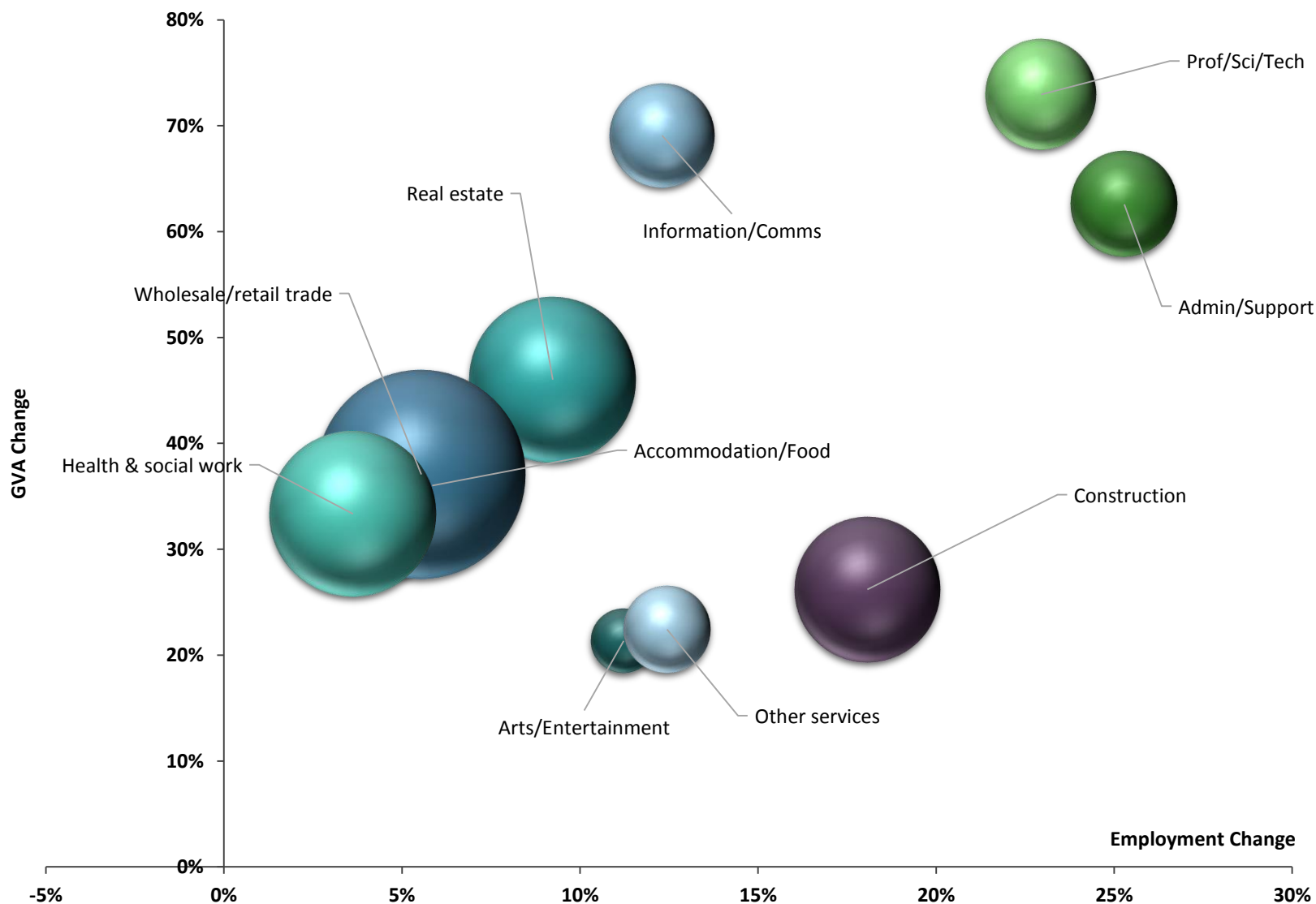
Projected Sector Shapes – Adjusters/Shrinkers

- 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

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Forecast Working Age Population
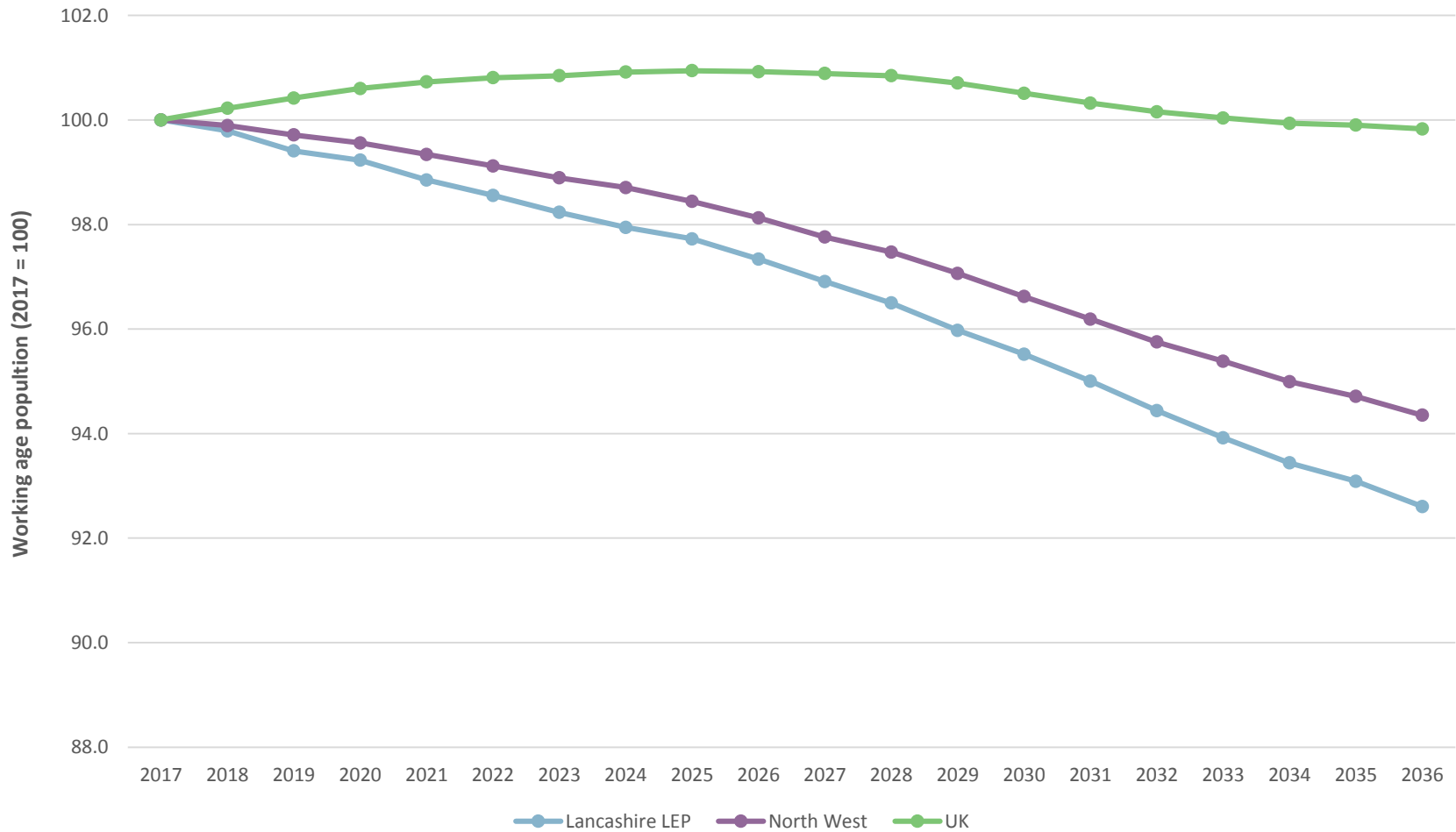
Working age popultion (2017 = 100)

Lancashire LEP — North West — UK

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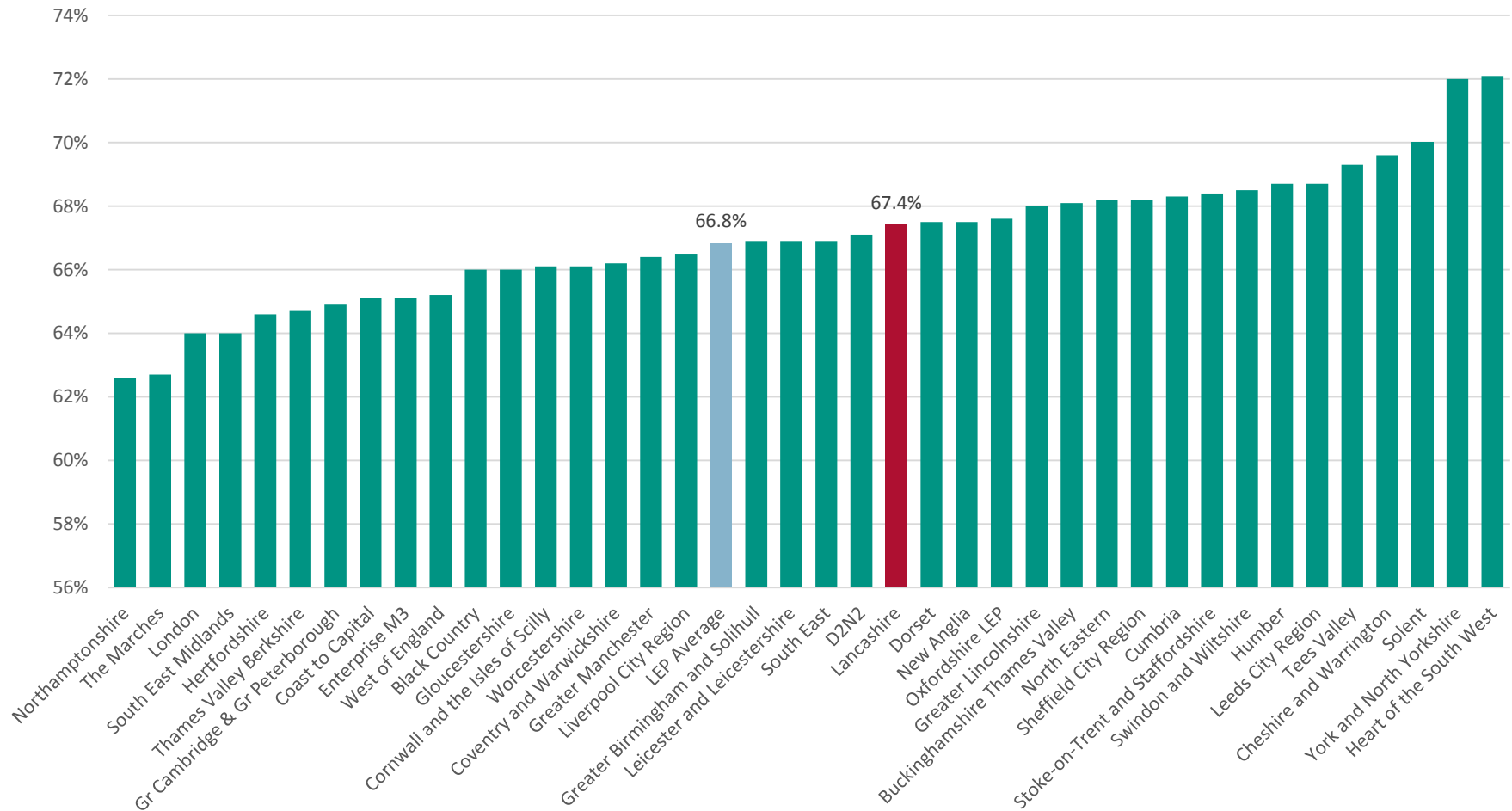
So, some challenges, but strengths to build on...

- 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 <u>into</u> 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 <u>out of</u> 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 <u>out of</u> 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?
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- Objective(s)
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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

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
Develop range of high-quality technical routeways, leading to stronger technical skills base to enable business performance.	Develop a proactive system to track & anticipate future market & tech change.	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.	Be sufficiently agile and flexible to respond to change and maintain fitness for purpose.	Co-ordinate provider specialisms and create centres of excellence for higher level learning to leverage the best provision.
Develop accessible training pathways for adults seeking to re-skill during their career.	Embed a clear process to translate changes into Tech Ed requirements, in the context of Lancs, recognising its sectoral uniqueness.	Engagement with industry in education at all ages & stages, with work-related learning & activities embedded in all schools (primary & secondary), colleges and universities.	Establish a virtuous cycle of collaborative work between employers and providers, sharing information in both directions.	Simplify contact with, and access to, education and training for employers and learners, enabling them to make informed choices.
Improve work readiness of those completing education & training, providing soft/life skills alongside technical skills to optimise productivity of new recruits.	Over time, enable employers to more effectively self-diagnose training needs as their businesses evolve.		Work to common models for employer engagement to review the effectiveness and industry relevance of education and training.	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

Objectives

Outcomes

More productive 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.
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.
	Lancs businesses increasingly sophisticated consumers of Tech Ed.	Future workforce able to make informed choices & resilient to change.	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.	

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				
Outcomes				

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

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)

Next Steps & Final Questions

Fiona Tuck

23 November

Further Questions

Email fiona.tuck@sdgworld.net