Recommendation Number	Recommendation	Strategic Theme	Effort 1 -3	Impact 1-3	Ability to Deploy 1-3	Total Score	Comment
1	Technological change is driving demand for new skills, and this will continue to be the case in future. Strategic partners and education providers should identify ways to respond to technological change, and provide core digital skills through education and training. The focus here should be on strong digital 'principles' and future-proofing the capability of learners, rather than specific skills. This will equip education leavers and entrants to the digital sector with a grounding in software programming, network design, systems development, user experience, etc. as well as an ability to be agile and adapt to emerging technologies, new programming languages, and so on. Building this approach into digital education courses is essential, but ways to establish some digital principles in other courses should also be explored. Embedding digital principles will allow for a more knowledgeable, skilled and agile workforce that can easily diversify from a traditionally non-digital area of work to one more digitally focused should they want to or should they have to due to technological developments should be on strong digital 'principles' and future-proofing the capability of learners, rather than specific skills. This will equip education leavers and entrants to the digital sector with a grounding in software programming, network design, systems development, user experience, etc. as well as an ability to be agile and adapt to emerging technologies, new programming languages, and so on. Building this approach into digital education courses is essential, but ways to establish some digital principles in other courses should also be explored. Embedding digital principles will allow for a more knowledgeable, skilled and agile workforce that can easily diversify from a traditionally non-digital area of work to one more digitally focused should they want to or should they have to due to technological developments	Future Workforce				0	
2	A clear, focused set of digital priorities for Lancashire should be developed. Whilst there are a number of initiatives and strategies existing and emerging at the local level, a pan-Lancashire approach that links in with existing strategies and plans, to reflect the increasing importance of Digital skills to the Lancashire economy is needed. This will help to co-ordinate and join up efforts, to better co-ordinate resources. Mapping out all initiatives, strategies and actors in detail may be required to underpin this.	Cross Cutting Themes				0	
3	Recognising the competition with other areas for Digital skills, partners should develop a communications and PR position to help promote the local Digital industry, as well as the Lancashire area more widely. As well as the comparative strengths of the Digital sector, this approach should seek to emphasise non-employment factors such as quality of life and lower cost of living where Lancashire is at a distinct advantage to other areas of the North West, and indeed England.	Cross Cutting Themes				0	
4	Strategic, industry and education partners must better understand factors affecting choices made by young people regarding education subjects, employment and career pathways. As part of this, the role of parents, peers and other key influencers should be better understood. This will help to better target careers advice regarding Digital sectors and roles in Lancashire and should be embedded in the work of the Lancashire Enterprise Adviser Network and Careers Hub.	Future Workforce				0	
5	Alongside this, partners must ensure that key influencers have access to up-to-date industry and technical knowledge about the Digital economy generally, but also about Lancashire's Digital sector. This is important to provide an accurate representation of the digital sector, and to showcase a balanced range of role models. This will help to better inform both young people and older workers seeking a career change, break down perceived barriers (particularly those related to gender stereotypes, and counter any misconceptions around the Digital sector and Digital roles that may exist).	Future Workforce				0	
6	Links between local digital employers and education institutions must be strengthened, so that: o Education providers can identify ways to improve the relevance of education for local Digital businesses, thereby enhancing the skills supply to local employers; o Employers can improve access to work placements, and help to upskill and facilitate knowledge transfer to educators and careers advisors in schools and colleges; and	Future Workforce					

	o Strategic partners can work to ensure better skills alignment – industry, education, training and workforce development resources targeted to deliver the best possible outcomes – for Digital employers in Lancashire. The Skills Advisory Partnership, and regular updating of LMI will be key components of this.						0
7	The potential pool of recruits for Digital employers in Lancashire needs to be widened. A significant part of this will be recognising the importance of under-represented groups in achieving not only a more balanced and inclusive workforce, but in widening the talent pool that employers have access to. The Tech Talent Charter and the lead set by the LEP and LDSP in signing up to the Charter is critical here. In addition, partners should work across stakeholder groups to identify different possible career pathways into the Digital sector and roles, including re-training or returner programmes. These pathways should recognise the value of non-Digital training, qualifications and skills that those presently working outside the sector can bring to the Digital workforce (e.g. design skills are relevant to user experience, for example).	Skilled and Productive Workforce					0
8	Strategic partners in Lancashire should work with employers to identify digital skills needs specific to employers, and explore ways of providing support to engage Digital training providers in a way that makes such training more accessible, and meets the training and development needs of Lancashire's Digital businesses. Part of this may require the identification of 'clusters' of employers who have common skills needs, to help make (bespoke) training provision viable. Similarly, partners need to work to raise awareness and uptake of the plethora of existing business support provision available to Digital businesses in Lancashire, such as the Fast Track Digital Workforce Fund.	Skilled and Productive Workforce					0
9	SGiven the anticipated continuing technological change and evolution, businesses should be supported to help future-proof the skills of their incumbent Digital workforce, and in upskilling those in intermediate roles. This will help to create a 'ladder' of employment and career progression opportunities in Lancashire, and grow the skills of Digital workers in the area.	Skilled and Productive Workforce					0
10	Recognising the way in which curricula govern what is taught particularly at schools and FE colleges, consideration should be given to ways in which core digital skills (e.g. principles of programming or web development, rather than specific programming languages, and an ability to adapt and learn new techniques/languages quickly) for digital roles and companies can be developed early on in education, and at each stage of the education pathway by providers in Lancashire. This should be within both Digital and non-Digital subject areas, recognising the increasing importance of Digital to daily lives, and also to business operations and productivity throughout the economy.	Future Workforce					0
11	As part of this, education providers in Lancashire should work together to explore ways to build in the aligned skills – problem-solving, critical thinking, design and creativity – into the Digital curriculum, and across education provision more widely, so that education leavers have a transferable skillset that is increasingly important to Digital roles.	Future Workforce					0
12	In line with support on access to training for Lancashire's digital business base, strategic partners and education providers should examine ways in which smaller businesses can be supported to access Apprenticeships. Evidence suggests that smaller businesses often feel they do not have the capacity to support a young person on an Apprenticeship programme or cover all aspects of an Apprenticeship Standard in the work place that an Apprentice needs to cover. A solution to this may be to use a shared Apprenticeship model across a number of different small digital employers.	Skilled and Productive Workforce					0
13	In line with Recommendations 4 and 5 regarding understanding education and career choices, education providers and strategic partners should work together to identify ways to address issues of equity and equality – notably the gender imbalance, but also under-representation of minority groups – at all stages of the education and career pathway. Addressing this 'leaky pipeline' of talent into the Digital sector and into Digital roles in Lancashire is a key part of addressing the gender imbalance in the sector, and in enabling access to a wider pool of Digital talent for employers in Lancashire.	Future Workforce					0
14	In line with efforts to increase Digital inclusion in Lancashire, strategic partners should recognise the role that wider digital skills (digital literacy, familiarity and competency in use of different digital systems) play in capability for Digital skills in employment. This can help enable pathways into Digital employment and careers for different parts of Lancashire's population, including for harder to reach groups, and for older workers seeking a change in career.	Inclusive Workforce					0
15	Strategic partners should seek ways to develop broader Digital skills, particularly amongst older workers, as a way of developing an additional pool of potential workers for digital businesses in Lancashire.	Inclusive Workforce					0

Key			
Effort	**Impact**	**Ability to Deploy**	**Score**
High	Low	Difficult	1
Medium	Medium	Doable but with challenges	2
Low	High	Easy	3