

Implementation Group: Non-Structural Recommendations Action Plan.

The following extract is from the Lancashire ABR Report, and details the non-structural recommendations that the steering group committed to during the process. A Lancashire ABR Implementation Group has been established to oversee the implementation of the Lancashire ABR recommendations. This plan is a working document which supports the recommendations in relation to the non-structural recommendations, including the collaborative working model with The Lancashire Colleges (TLC) and key partners and stakeholders.

Implementation group

The LEP Skills and Employment Board to establish a task and finish group, building on the success of the area review working group, to support, advise and provide oversight of the implementation of the recommendations of this review.

It is anticipated that the group will conclude its work by December 2017, it will:

- include representation from the Combined Authority, local authorities, the LEP, The Lancashire Colleges and the ESFA, together with any other stakeholders identified during the implementation phase;
- lead on the development of an implementation plan to take forward the non-structural recommendations from the review.

A: Pennine Lancashire Strategic Planning Group

Recognising the unique characteristics of the Pennine Lancashire area and the merger of Burnley College and Accrington & Rossendale College, it is agreed that a Pennine Strategic Planning Group be created. This group will support the delivery of the priorities articulated by the Combined Authority and the LEP and the alignment of a quality curriculum offer with local educational, economic and labour market needs.

The group will:

- include representation from the colleges based in Pennine Lancashire and the Combined Authority and LEP;
- focus primarily on strategic planning across the colleges and the offer to learners and businesses in Pennine Lancashire;
- be a sub-group of the Lancashire Skills and Employment Board.

B: Collaborative working with The Lancashire Colleges

The colleges in the review area to further develop The Lancashire Colleges collaborative working model to contribute towards meeting the current and future needs of young people, adults and businesses. It will do so by ensuring provision is sustainable, inclusive, and that local and national skills including higher skills priorities are addressed as articulated in the Lancashire Skills Conclusion presented by the LEP and Combined Authority.

The focus will be on the priorities identified in the Lancashire Skills Conclusion presented by the LEP and the Local Authorities:

- developing innovative approaches to secure greater employer engagement and involvement in education and skills, working with key partners on collaborative approaches to engaging SMEs in particular;
- continuing the development of a higher level skills offer and national centres of excellence that support Lancashire and UK priorities including STEM, with clearly articulated progression routes for learners within reasonable travel to learn areas;
- contributing to the development and delivery of the Lancashire Apprenticeship Growth Plan to drive forward quality, breadth and volume;
- ensuring there is an accessible local offer in place for those adults furthest from economic independence, with clear progression routes to skills development and employment, including apprenticeships;
- continuing to offer access and progression opportunities for SEND and high needs learners, also foundation level provision, within a reasonable travel to learn area;
- continuing to support local schools in the delivery of effective careers education, information, advice and guidance (CEIAG) so that young people's progression pathways are fully informed by LEP and Combined Authority priority sector needs and opportunities, in particular apprenticeships;
- sharing good practice to further our collective ability to respond to new and emerging priorities, policy and system change.

C: Schools with Sixth forms

Local authorities to appraise how schools with sixth forms can better support economic and educational priorities and to take account of the outcomes of the area review in decisions about provision. This work will complement the wider school system agenda.

- The RSC and the three local authorities will take account of the area review evidence and findings in future decisions about current and planned school provision.
- Over the 2017 cycle of meetings of the School Sixth Form Heads' Network, the local authorities will consider how schools with sixth forms can better support and engage with economic and educational priorities, sharing findings with the RSC and feeding into the implementation group.

A: Pennine Lancashire Strategic Planning Group

<p>Recognising the unique characteristics of the Pennine Lancashire area, it was recommended that a Pennine Strategic Planning Group be created. This group was to support the delivery of the priorities articulated by the LEP and the LCA and the alignment of a quality curriculum offer with local educational, economic and labour market needs.</p> <p>The group would:</p> <ul style="list-style-type: none"> include representation from the colleges based in Pennine Lancashire and the LCA and LEP; focus primarily on strategic planning across the colleges and the offer to learners and businesses in Pennine Lancashire; be a sub-group of the Lancashire Skills and Employment Board. 	
To be taken forward at an appropriate point.	College Principals, LEP, LCA

B: DRAFT Lancashire Collaborative Working Action Plan

Challenge/opportunity/action	Lead(s)	Key Partners
FUTURE WORKFORCE		
Priority 1: Align curriculum offer by Travel to Learn area to local and national priorities.		
<p>Utilise the evidence base that underpins the Strategic Economic Plan (SEP) and Skills & Employment Strategic Framework and allied Labour Market Information (LMI) to inform curriculum planning across Lancashire.</p> <ul style="list-style-type: none"> Develop a collaborative approach within 'Travel to Learn' footprints to ensure access to quality provision at Foundation Level and Levels 1-3 (16-19 Study Programmes) in accordance with employer and learner demands whilst also minimising duplication, taking into account the high volume of SME's within Lancashire and the particular need for replacement provision and basic skills provision. LAs to create a Lancashire 16-19 Statement of Priorities annually to refresh priorities in local 16-19 provision, participation of young people, learning offer and progression routes, attainment and quality, LMI and High Needs. Ensure the offer at Level 4 and above supports LEP priorities and further develop specialisms including via our HE in FE offer and through collaboration with Lancashire-based HEIs. Map progression pathways locally and across Lancashire to provide clarity to learners and employers, to encourage progression. <p>Contribute to the refresh of the SEP and the Framework during 2017/18, and utilise refreshed evidence base</p>	TLC/Colleges/LAs	LEP, LCA, LAs

Challenge/opportunity/action	Lead(s)	Key Partners
and LMI to inform planning for future academic years.		
Work with the LEP / LCA / LA's to develop skills devolution asks, with a view to ensuring that plans are deliverable, have no unintended consequences and support local skills priorities.	TLC/Colleges	LEP, LCA, LAs
Work with the LEP / LCA / LAs to assess the impact of Brexit on economic growth and skills need forecasts and the requirement for upskilling the existing workforce and enabling access to new global markets.	LEP	CLA/LAs/TLC
Develop a strong pipeline of skills capital projects in preparation for future funding opportunities.	TLC/Colleges	LEP
Priority 2. Effective Careers Education, Information, Advice and Guidance (CEIAG) offer.		
All colleges to engage with the Lancashire Enterprise Adviser Network and be matched to a local Enterprise Adviser, and embed the Gatsby Benchmarks / Career Compass and employer encounters.	Colleges	Inspira, LEP
Work with Enterprise Coordinators and Enterprise Advisers to embed college offer to schools in individual school careers plans.	Colleges	Inspira, LEP
Share evidence based impact from Opportunity Area activity in Blackpool to inform collaborative working elsewhere in Lancashire (relevant here and to priorities under the Inclusive Workforce).	Blackpool OA Partnership Board	Colleges, schools, employers
SKILLED AND PRODUCTIVE WORKFORCE		
Priority 1. Develop a high performing Technical Education system across Lancashire.		
<p>Contribute to the development of a Technical Education vision and strategy for Lancashire as part of the SEP refresh.</p> <ul style="list-style-type: none"> - Actively engage in the implementation of the Post-16 Skills Plan and the development and piloting of 'T-Levels'. - Develop a collaborative approach within and across 'Travel to Work' footprints to ensure access to quality provision at Levels 3 – 5, in accordance with employer and learner demands whilst also minimising duplication. - Map progression pathways locally and across Lancashire to provide clarity to learners and employers, to encourage progression working in partnership with Lancashire-based HEIs. - Position Lancashire effectively to secure an Institute of Technology which addresses STEM skills shortages and which aims to join the dots on Growth Deal investments and high quality STEM provision. 	LEP	TLC, LCA
Collaborate to develop and promote a good/outstanding education and training offer across Lancashire, sharing good practice between providers and engaging in joint CPD activities, including all partners where feasible .	TLC	LESEP
Develop a pool of industry experts who are able to co-create and co-deliver within the Technical Education	Colleges	LESEP, employers

Challenge/opportunity/action	Lead(s)	Key Partners
offer.		
Priority 2. Commitment to the Lancashire Apprenticeship Growth Plan and further development (as a component of the Technical Education system).		
Commitment to the implementation of the Lancashire Apprenticeship Plan and allied actions.	LEP	All
Further development of a collaborative approach beyond joint marketing, and investigation of joint approaches to brokerage and a 'no wrong door' approach to engaging business intermediaries and SMEs.	LESEP	LEP
Priority 3. Develop a collaborative approach to employer engagement to support the implementation of an effective Technical Education system.		
Identify opportunities to work with Boost & Growth Lancashire, Chambers, FSB and other employer networks to engage SMEs, developing innovative approaches to secure greater involvement in education and training e.g. informing curriculum, offering work experience and placements, developing apprenticeship opportunities, etc.	LESEP	Boost & Growth Lancashire, LCA, Las, LEP, Chambers, Employer Networks
INCLUSIVE WORKFORCE		
Priority 1. Apply the concept of the 'Skills Escalator' so that provision is outcome focused – raising employability skills, skills levels and aspirations of unemployed adults and NEET.		
Maximise the impact of Lancashire Adult Learning (LAL), and the Unitary LA's Community Learning offers by identifying progression routes for learners into colleges.	CALL (LAL, BWD and Blackpool Councils)	Providers with community learning budgets
Maximise the impact of the 'Access to Employment' & 'Moving On' ESF projects by working with other ESF providers to embed the Skills Escalator and support progression to employment, apprenticeships or further learning. Use collective evaluation to influence future ESIF procurement and future domestic programmes.	LESEP	RSLs
Build on data sharing protocols developed for the NEET ESF project (Moving On) to ensure information exchange between colleges and LAs regarding young people's attendance destinations.	TLC/LAs	LAs
Priority 2. Provide adequate provision to young people with complex needs, particularly in areas of higher deprivation.		
Continue to work with LAs to ensure colleges are meeting our Statutory Duties to identify, assess and provide support for young people with special educational needs (SEN).	Colleges/LAs	LAs
Continue to work with LAs and feeder-schools to define clear transition plans to support young people with SEN to progress into further education.	Colleges/LAs	LAs / RSC (schools)
Map the current SEN/High Needs offer across Lancashire to identify: <ul style="list-style-type: none"> Areas where provision is not available within reasonable 'Travel to Learn' distances. The extent to which provision is available at levels appropriate to individual abilities, from pre-entry level. 	LAs	LAs, specialist institutions

Challenge/opportunity/action	Lead(s)	Key Partners
Whether progression routes encourage aspiration and progression on a 'pathway to independence'.		
Work with the LAs to forecast future demand for SEN/High Needs Places to support planning.	TLC/LAs	LAs
Consider potential service improvements and efficiencies that might be achieved through greater collaboration e.g. sharing specialist staff, equipment or facilities or jointly procuring additional specialist support.	TLC	LESEP, LEP, employers
Develop further and test models for supported internships, traineeships and apprenticeships.	TLC	Employers
Priority 3. Embedding support for learners with mental health issues		
Identify and share good practice in the identification of learners with mental health issues and provision of support.	TLC/Colleges/LWBLEF/LAs	AOC
Consider potential service improvements and efficiencies that might be achieved through greater collaboration e.g. sharing specialist staff or jointly procuring additional specialist support.	TLC/Colleges/LWBLEF/LAs	
Identify common CPD needs and develop/commission programmes, on-line support, toolkits etc. pooling resources and reducing costs.	TLC/LWBLEF/LAs	
Priority 4. Children Looked After and Care Leavers		
Continue to work with the LAs to ensure that all Children Looked After and Care Leavers receive an appropriate offer of learning and progress onto a suitable and sustained learning programme or employment.	Colleges/Providers	LAs

C: Schools with Sixth forms

Local authorities to appraise how schools with sixth forms can better support economic and educational priorities and to take account of the outcomes of the area review in decisions about provision. This work will complement the wider school system agenda.

<p>Priority 1: The RSC and the three local authorities will take account of the area review evidence and findings in future decisions about current and planned school provision.</p>	
<p>Actioned The RSC and LA (Blackpool, Blackburn with Darwen and Lancashire CC) Executive Management Teams have all been briefed on outcomes of ABR as with relevant school planning teams and will take account of findings in future decision making on current and planned school provision.</p>	LAs/RSC
<p>Priority 2: Over the 2017 cycle of meetings of the School Sixth Form Heads' Network, the local authorities will consider how schools with sixth forms can better support and engage with economic and educational priorities, sharing findings with the RSC and feeding into the implementation group.</p>	
SSfs to consider educational priorities set against their strategic vision and organisational and curriculum design	LAs
SSfs to consider economic priorities set against their strategic vision and organisational and curriculum design	LAs
LAs to share findings with RSC and Implementation Group.	LAs