



Lancashire
Enterprise Partnership

Lancashire Technical Education Vision



LANCASHIRE SKILLS
& EMPLOYMENT HUB

Foreword

Edwin Booth DL

Chair, Lancashire Enterprise Partnership

The industrial heritage of Lancashire has gifted a legacy of innovative, creative enterprise with employers increasingly keen to direct the skills market so that locally grown talent will be central to their success.

Lancashire's Technical Education System is in a prime position to respond, develop and grow to meet the current and future needs of our industries.

The industrial heritage of Lancashire has gifted a legacy of innovative, creative enterprise with employers increasingly keen to direct the skills market so that locally grown talent will be central to their success.

This Technical Education Vision for Lancashire has been formed in consultation with those with a primary interest in training, attracting and retaining talent into Lancashire businesses.

In realising this vision, by 2030 our Technical Education System will grow the productivity of Lancashire's businesses, anticipating and responding to the skills requirements of market and technology change.

Alongside the Lancashire Innovation Plan, this Technical Education Vision sets out a framework for nurturing the highly skilled and flexible workforce needed for Lancashire to be placed at the heart of opportunities from the Industrial Strategy and in particular the Northern Powerhouse.



Amanda Melton

Chair, Lancashire Skills & Employment Board

I am certain that our network of high quality provision of vocational qualifications and apprenticeships will fulfil the Technical Education Vision and continue to respond to growing and emerging technical skills needs.



The co-ordinated approach of Lancashire's Technical Education Vision starts with education and experiences from a young age and provides support right through our workers' lives, with education providers and employers collaborating on design and delivery of education and training to increase prosperity for all.

Significant investment in skills facilities by industry and academic institutions has provided Lancashire with state of the art facilities, such as the Energy HQ at Blackpool and the Fylde College, the Food and Farming Innovation Technology Centre at Myerscough College, UCLAN's Engineering Innovation Centre and Lancaster University's Health Innovation Campus.

Lancashire's employers have a great tradition of investing in apprentices and with increasing opportunities to learn up to degree level as an apprentice, the benefits to our economy will continue to grow.

The interconnected skills infrastructure of Lancashire has been recognised by organisations such as the Gatsby Foundation and the Association of Colleges, both having awarded grants to support the development of Technical Education in the area.

Guided by the Lancashire Skills & Employment Strategic Framework and robust labour market information, I am certain that our network of high quality provision of vocational qualifications and apprenticeships will fulfil the Technical Education Vision and continue to respond to growing and emerging technical skills needs.



Executive Introduction

The need to develop a Technical Education Vision for Lancashire is born out of recent rapid policy, technological and economic developments. Consultation with partners in late 2017 and early 2018 has resulted in a flexible and future facing vision which will support the development of Technical Education in Lancashire.

The 2016 Northern Powerhouse Strategy identified Skills as 'critical to economic growth and productivity' and the 2017 national Industrial Strategy, "Building a Britain fit for the future", sets out the Government's plan to boost productivity and earning power throughout the UK. "People" is a fundamental pillar in the strategy and reforming Technical Education is central to the "People" strategy.

Lancashire's Strategic Economic Plan (SEP) identifies Skills for Growth as a key priority, aiming to focus local skills provision to respond to business needs and demands. At the same time, the Innovation Plan for Lancashire places a premium on skills, particularly leadership and management, to enable the economy to grow its existing sectoral base, and to develop new sectoral opportunities.



Careers Hub launch at Safran Nacelles, July 2018.

Lancashire's Skills and Employment Strategic Framework informs public investment in skills and employment activities. The framework is structured into four themes: Future Workforce, Skilled & Productive Workforce, Inclusive Workforce and An Informed Approach.

In working towards the Lancashire Technical Education Vision, outcomes supporting the framework will be achieved as shown below.

Future workforce	Skilled and Productive Workforce
Outcomes	Outcomes
<div><div></div><div>+ Greater understanding of routes and careers, resulting in higher levels of participation in Technical Education</div><div>+ At all ages, people can access advice to make informed choices, changing between academic and technical routeways including apprenticeships and identifying the right training and education options for them</div><div>+ A future workforce more resilient to change</div><div>+ High levels of work readiness amongst education leavers, resulting from the development and delivery of Technical Education in response to industry demand</div><div>+ An accessible offer of education and training that is networked to optimise available resources</div></div>	<div><div></div><div>+ More productive businesses, in a thriving economy, leading to greater wealth creation</div><div>+ Business growth through accessing the skills needed to diversify into new/emerging sectors/activities</div><div>+ Lancashire's businesses will be increasingly sophisticated consumers of Technical Education, able to identify and communicate how it can meet their skills needs and utilising apprenticeships to train their workforce</div><div>+ Employers experience fewer skills gaps as issues are resolved by co-designed training</div><div>+ A stronger and more sustainable market for Technical Education, as employers are increasingly able to identify and source the training they require</div><div>+ Learners and workers will be better equipped to sustain and progress careers in an increasingly complex world of work</div></div>
Inclusive workforce	An informed approach
Outcomes	Outcomes
<div><div></div><div>+ A range of high quality Technical Education options, starting at level 1 with an offer through to higher level qualifications will provide the escalator needed for development of an inclusive workforce</div><div>+ Pre-employability training designed to match industry trends and meet the needs of employers ensuring a smoother transition into work for the unemployed and inactive</div><div>+ Retraining and upskilling options available through Technical Education to support those changing career and to boost earnings progression</div></div>	<div><div></div><div>+ Providers will have an improved understanding of market and technology changes shaping the world of work and skills implications</div><div>+ Teaching staff have up-to-date understanding of industry trends, practice and skills requirements</div><div>+ Employers contribute to design and delivery of training to bring real life industry standards to learners</div><div>+ Lancashire will influence national policy and maximise benefits relating to Technical Education</div></div>



A key aim of this Vision is to provide consensus around Lancashire's ambitions for its Technical Education system. Essential to this is an understanding of the labour market demands that the education sector is seeking to meet, and the patterns of labour supply.

GVA per employee in Lancashire in 2015 was 83% of the UK average. This productivity gap matters. If GVA per employee in 2015 was at the UK level, the Lancashire economy would have generated an extra £3.1bn. The gap is also widening; in 2002, Lancashire's GVA per employee was 86% of the UK average. The closing of this increasing productivity deficit is a key challenge for Lancashire.

Future labour demand will increasingly be for those with higher levels skills (level 4+) and skilled workers (level 3). This requires a shift in the Lancashire skills profile, which currently has a lower proportion of people qualified to levels 3 and 4 compared with North West and UK averages. Employers report consistent challenges obtaining the skills they need, both from new recruits and in identifying suitable re-training for their existing workforce.

This is compounded by the pace of market and technology change, a perennial challenge in the business environment, but one which is likely to intensify in the face of ongoing technological developments and market shifts resulting in further skills demands.

The 2016 Independent Review of Technical Education, led by David Sainsbury, considered the strengths and weaknesses of the current system in England. It identified the need for reforms to address a UK skills deficit increasingly evident on the international stage, driving improvements in productivity.

Key to the reforms is the development of 'T Levels', new technical study programmes giving parity with academic routeways (A Levels) at the age of 16; ultimately replacing a significant proportion of the current wide-array of technical and vocational qualifications which is the cause of confusion for so many employers and learners.

T Level programmes for 16 to 19 year olds commence delivery in September 2020, with four of Lancashire's colleges being amongst the early adopters for the first three routeways of delivery; Digital, Construction and Education and Childcare. Institutions offering T Levels will need strong employer links and suitable teaching facilities in order to deliver the industry placements and vocational elements of the programme.

Reform of the apprenticeship system has been taking place through the development of industry led standards to replace frameworks and through changes to the funding model, introducing the Apprenticeship Levy for larger employers to focus resource on the technical education offered by apprenticeships. In the future, there is a commitment to reviewing Technical Education for adults and technical provision at Levels 4 and 5, which was reinforced in the recent Industrial Strategy.

There are positive indications of improvement in the skills pipeline; GCSE attainment in Lancashire has improved and in 2015/16 was slightly higher than the national average, and Lancashire also has a higher proportion of students achieving at least two A Levels at AAB (or better) and three A* - A grades.

Students taking the current technical qualifications in Lancashire also score significantly above the national average and apprenticeship achievement rates are above the national average.

Education and training suppliers must be in a position to support and enable businesses in these contexts. The structures created in the system must be sufficiently flexible to be 'future-proof', and must focus on creating processes that will work over the long-term if Lancashire's Technical Education Vision for 2030 is to be achieved.

Case Study Blackpool and The Fylde College

Maintaining up-to-date industry understanding – dual-professional teaching staff

Blackpool and The Fylde College (B&FC) takes a strategic approach to ensure all staff are 'dual professionals', combining understanding and expertise of learning and teaching processes, with expert subject knowledge and skills. Staff may continue to be current practitioners in their fields, in addition to teaching, or as part of their continuous development, spend up to five days annually in their industry or sector. This allows staff to:

- + Enhance their skills and update their knowledge of relevant industry/sectoral activities;
- + Provide situational context to changes, such as policy and procedural changes, understanding their impact on organisations;
- + Identify enhancements to learning, teaching and assessment strategies; and
- + Enhance employability skills development for students.

This approach benefits students' subject knowledge, skill development, and ability to consider theoretical approaches within situational practice. Recent examples include:

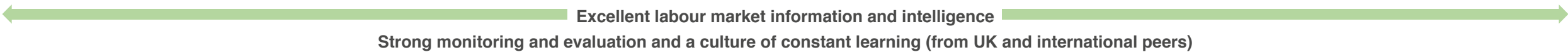
- + Contemporary HR practice with Hilton hotels;
- + Design work with high profile international fashion designer Romeo Gigli;
- + Multimedia updating with zam Media;
- + Shipping industry updating via Maersk, Sea Truck vessels and Caledonian MacBrayne;
- + Industrial updating with DePuy Synthes UK; and
- + Clinical updating on the dermatology ward at Blackpool Victoria Hospital.

The investment in the dual professionalism of staff is formalised through B&FC's People Strategy, and a Professional Development framework that supports and encourages development of all employees, to achieve the College's strategic goals and objectives. The identification of opportunities for industry/sector updating form part of the performance review. The scope, breadth and impact of the activity are monitored and evaluated as part of ongoing organisational development, with effective practice shared widely.

The Lancashire Vision

In 2030, our Technical Education system will:	
Grow the productivity of Lancashire's workers & businesses	Anticipate & respond to market & technology change, with provision driven by employer demand
Rationale	Rationale
<ul style="list-style-type: none"> + Lancashire 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 national whilst at the 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
Objectives	Objectives
<ul style="list-style-type: none"> + Develop range of demand led 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 upon completing training, providing soft/ life skills alongside technical skills to optimise productivity & value of new recruits 	<ul style="list-style-type: none"> + Develop a proactive system to track & anticipate future market & technology change + Embed a clear process to translate changes in business needs, into skills needs and Technical Education requirements + Enable employers to more effectively self-diagnose training needs as their business evolves
Outcomes	Outcomes
<ul style="list-style-type: none"> + More productive businesses, in a thriving economy, leading to greater wealth creation and improved economic well-being for Lancashire residents + Learners and workers will be better equipped to sustain and progress careers in an increasingly complex world of work 	<ul style="list-style-type: none"> + Providers will have an improved understanding of the market and technology changes that are shaping the world of work, and the implications for skills that flow from this + Lancashire's businesses will be increasingly sophisticated consumers of Technical Education, able to identify how it can meet their current and future skills needs + Business growth as businesses are able to access the skills needed to diversify into new/emerging sectors/ activities

Underpinned by...



Start with education & experiences at primary level & support individuals throughout working lives	Work to ensure providers & employers collaborate on the design & delivery of education & training	Provide a co-ordinated and joined-up offer, through collective planning & management
Rationale	Rationale	Rationale
<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 Technical Education 	<ul style="list-style-type: none"> + Good existing relationships between employers & providers, lots of good practice to build on in providing work-based learning + Businesses currently engaged tend to be large employers; concern that SME voice is insufficiently heard + Increasingly fast pace of change necessitates rapid response to training needs requiring broader & deeper collaborations between employers & providers to maintain industrial relevance 	<ul style="list-style-type: none"> + Lancashire has a strong system of high quality providers though 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 to areas outside Lancashire + Need to work more collaboratively to manage & co-ordinate specialisms, avoid unnecessary replication & share best practice
Objectives	Objectives	Objectives
<ul style="list-style-type: none"> + Provide consistent & positive information for learners & influencers to ensure equal status for Technical Education with academic routes, so enabling informed choices + Engagement with industry in education at all ages & stages, with work-related learning & activities embedded in all schools (primary & secondary), colleges & universities + Validate skills, knowledge & competency developed outside of classroom 	<ul style="list-style-type: none"> + Be sufficiently agile & flexible to respond to change & maintain fitness for purpose + Establish a virtuous cycle of collaborative work between employers & providers, sharing information in both directions + Work to common models for employer engagement to review the effectiveness & industry relevance of education & training 	<ul style="list-style-type: none"> + Co-ordinate provider specialisms & create centres of excellence for higher level learning to leverage the best provision + Streamline contact with, & access to, education & training for employers & learners, enabling them to make more informed choices + Invest in, & utilise, digital technologies to support collaborative working & sharing of curriculum materials
Outcomes	Outcomes	Outcomes
<ul style="list-style-type: none"> + Young people and their parents/carers have a better understanding of different educational routes, and careers they lead to, resulting in Higher levels of participation in Technical Education + At all ages, people can access advice to make informed choices, changing between academic and technical routeways and identifying the right training options for them + A future workforce that can capitalise on education, work and life experience and is therefore more resilient to change 	<ul style="list-style-type: none"> + High levels of work readiness amongst leavers, resulting from the design, development and delivery of Technical Education in response to evidenced industry demand + Employers experiencing fewer skills gaps, as issues are resolved by more and better co-designed training provision + Teaching staff have up-to-date understanding of industry trends, practice and skills requirements 	<ul style="list-style-type: none"> + An accessible offer of education and training that is networked within and across Lancashire to optimise available resources + A stronger and more sustainable market for Technical Education, as employers are increasingly capable and expert at identifying and sourcing the training they need

Case Study

Sharing Experiences and Insights

Lancashire Apprentice Ambassador Network (LAAN)

The Lancashire Apprentice Ambassador Network (LAAN) is a joint initiative set up by the Lancashire Skills and Employment Hub, and the Lancashire Work Based Learning Executive Forum, a consortium of Lancashire apprenticeship providers. The network was created with the aim of inspiring individuals to become apprentices, and to encourage businesses to take on apprentices.

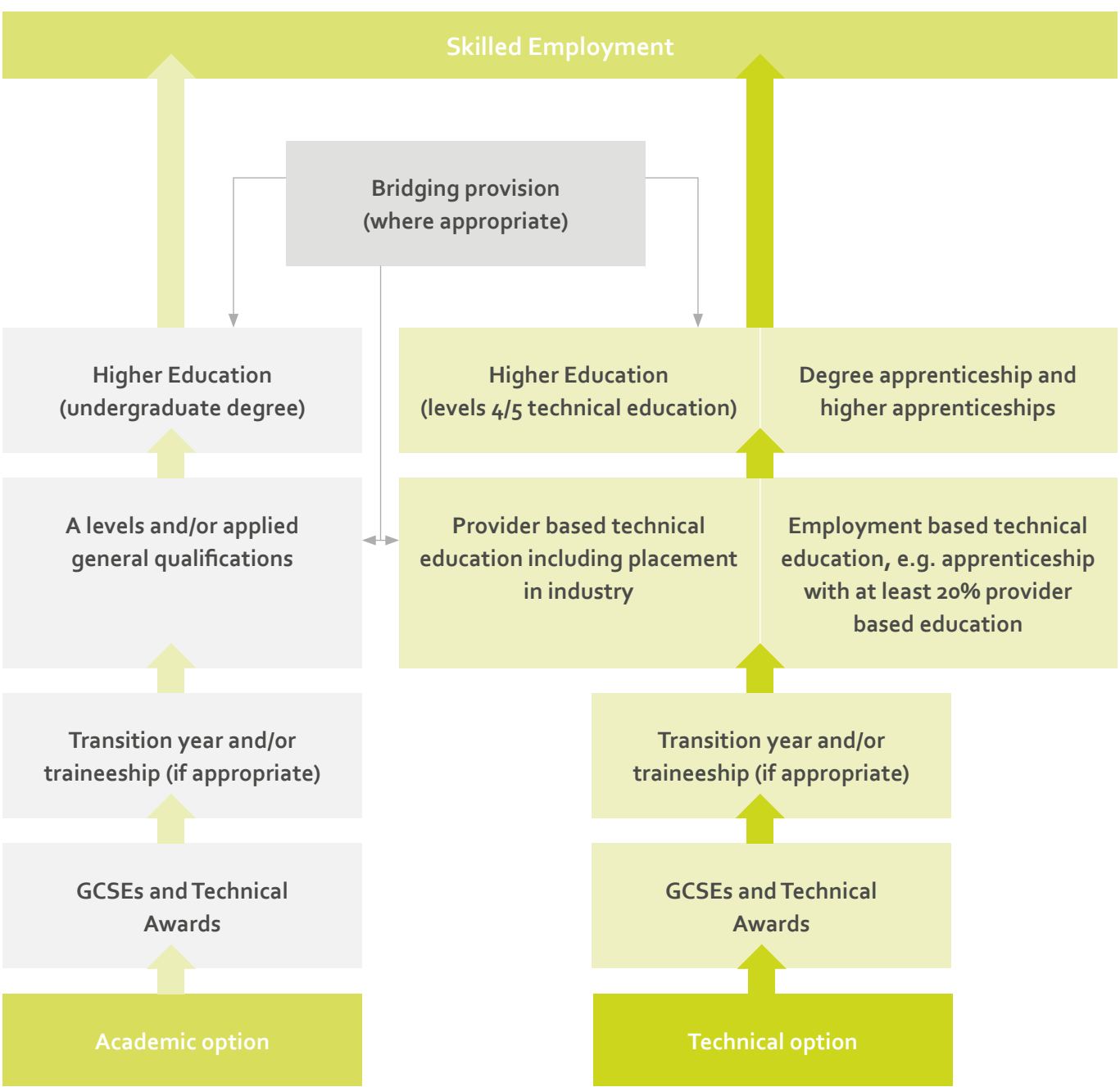
There are two types of ambassadors; Apprenticeship Ambassadors and Employer Ambassadors. Apprenticeship Ambassadors are all current or former apprentices who want to promote the benefits of taking part in the Apprenticeship programme. They tell their apprenticeship story at schools, youth clubs and careers fairs and meet employers face to face to encourage them to take on Apprentices.

Employer Ambassadors are employers who currently take on apprentices. They are passionate about their experiences with apprentices, and are keen to promote the 'apprenticeship route'. Employer Ambassadors spearhead the drive to engage new employers to commit to taking on apprentices. They support and influence a wide range of key stakeholders including schools, colleges, employers and their supply chains, trade associations and employment bodies.

Both types of Ambassadors are part of the LAAN and commit their time on a voluntary basis. The network works closely with the Lancashire Enterprise Advisor Network, with Ambassadors adding value to schools' careers strategies by bringing apprenticeships to life for young people, teachers and parents. The network is supported by the national Young Apprenticeship Ambassador Network giving Lancashire's network a national presence and resources.



Achieving Skilled Employment



Parallel academic and technical routes to work within a simplified qualification framework.
Figure derived from Department for Education's T level Action Plan.



Training 2000's Advanced Manufacturing and Automation Centre (AMAC) in Blackburn.

Case Study

Engaging Employers in Curriculum Design

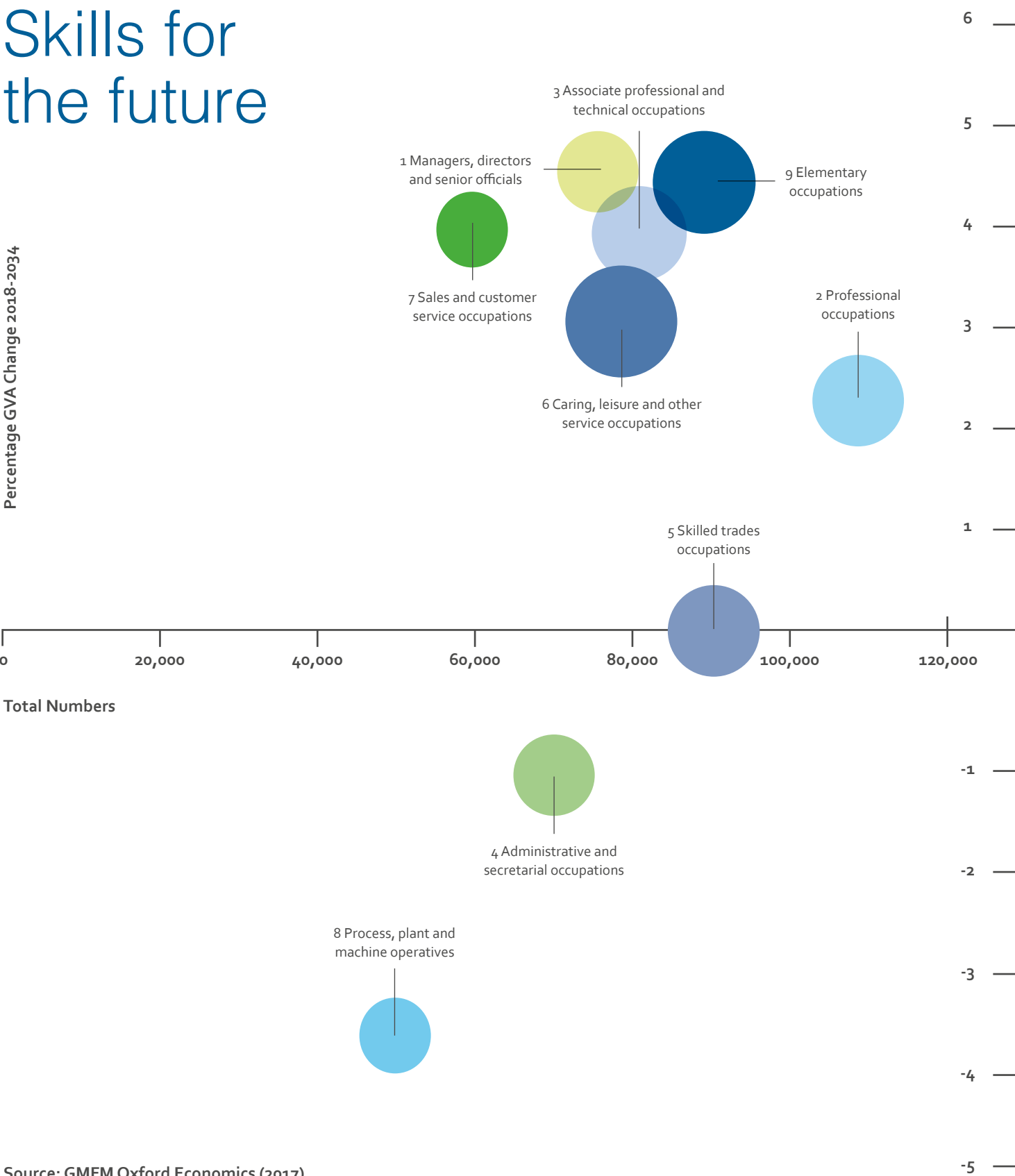
Myerscough College - Technical Advisory Boards

Myerscough College introduced Technical Advisory Boards for each curriculum area several years ago. This enables open discussion between employers, professional bodies, membership organisations and curriculum staff about the shape and content of the College’s curriculum. The objective was to maximise curriculum relevance to employers, be this academic content or the practical skills taught, and the wider process of ensuring students and potential employees were ‘work ready’. Employers' advice has led to curriculum content changes and additional practical skills taught across all areas of the College, with employers valuing future employees who bring both academic knowledge and practical ability from the outset of their work experience.

The benefits to the employers have been the opportunity to recruit employees who are both knowledgeable in theory but also competent in practical skills required for their business, and so can contribute to business activity at the earliest opportunity, boosting productivity. Industry representatives have valued the opportunity to influence the skills set of future employees, but also contribute to ‘making a difference’ by opening the student’s eyes to career opportunities.

Additional benefits for students have been strengthened links with the members of the Technical Advisory Boards; providing employment, careers advice, work experience, knowledge of the opportunities available and enhanced work prospects. The College has utilised these industry specific groups to advise on college developments and plans, including the recently-opened Food/ Farming Innovation and Technology Centre (FFIT). The members of the Agriculture Technical Advisory Group, with expertise across the livestock, dairy and technological sectors, all input into the design of the Livestock Innovation Centre.

Skills for the future



Source: GMFM Oxford Economics (2017)

The changing shape of Lancashire's economy to 2034 showing change in Gross Value Added and employee numbers by occupational type.

Further local labour market information can be found at the Lancashire Skills & Employment Hub website:

www.lancashireskillshub.co.uk/about-us/evidence-base



Lancashire
Enterprise Partnership

NORTHERN HM Government
POWERHOUSE

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To request a copy of the full
report visit the website:
www.lancashireskillshub.co.uk

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