

SKILLS EXECUTIVE BOARD
Date: 22nd February 2018
Venue: AMP Technology Centre
Time: 9.00-11.00am



AGENDA

Items	Title	Method	Speaker
Introduction			
1.	Welcome and Apologies	Verbal	Chair
2.	Declarations of Interest	Verbal	All
3.	Urgent items / Announcements	Verbal	All
4.	Minutes & Actions of the Previous Meeting	Paper	Chair
5.	Matters Arising		
Discussion items			
6.	Skills Bank	Paper & Presentation	Kryisia Wooffinden
7.	Institutes of Technology	Paper & Presentation	Kryisia Wooffinden/Conor Moss
Updates for information			
	N/A		
Actions & Forward Planning			
8.	Agree actions & Summary for Resolution Log	Verbal	Chair
9.	Forward Plan	Verbal	Chair
10.	AOB	Verbal	All
DATE OF NEXT MEETING – 12th April 2018			

SKILLS EXECUTIVE BOARD

22nd February 2018

MATTERS ARISING

Purpose

This paper provides an update on matters arising from the previous meeting – 11 January 2018.

**Item
no.**

5 Skills Bank Phase 2

It was endorsed that ESIF calls be developed that support Workforce Development in SMEs and develop flexible lifelong learning options for individuals employed by businesses who do not invest in up-skilling.

The outline of these calls have now been approved by ESIF committee and will now be worked up into Open Calls.

The Board requested that further feedback be sought from all parties engaged with Skills Bank phase 1.

A series of workshops and interviews have been scheduled and will form part of the presentation which will outline the proposal for Skills Bank Phase two.

The Board requested that more detailed MI reporting be generated from Skills Bank.

This forms part of the recommendation to amendments to the MoU between SCR and the ESFA in relation to Skills Bank.

7 Branding

The Board request further information regarding the effectiveness of the brand in relation to the Health-led Employment Trial.

This will be brought to later Boards as work on the trial progresses.

8 SEB Membership

It was agreed that Board membership by advisory members and their cross board involvement would be raised at the next CEX.

SKILLS, EMPLOYMENT & EDUCATION EXECUTIVE BOARD

22nd February 2018

Skills Bank- Phase 2

Purpose of Report

This paper and accompanying presentation (to be delivered on the day) give an overview of feedback received to date on the current Skills Bank programme and how feedback has been used to develop a specification for Skills Bank Phase Two.

Thematic Priority

‘Develop the SCR skills base, labour mobility and education performance’

Freedom of Information

This paper is not made available under the Combined Authority Publication Scheme.

Recommendations

The Board notes the feedback received and rationale for suggested changes to the specification for Skills Bank Phase Two.

1. Introduction

- 1.1** The current Skills Bank programme will close on the 31st March 2018.
- 1.2** On 14th December 2017, the LEP received formal notification of the final three years of funding for the flag ship Skills Bank programme to run from 2018-2021.
- 1.3** The Skills, Employment and Education Executive Board have endorsed that the LEP Board accept these additional funds based upon the terms laid out, namely that the current relationship with the Education, Skills Funding Agency (ESFA) would be retained with the ESFA procuring a provider on the LEPs behalf.
- 1.3** The ESFA will now work with the SCR Executive Team to develop a specification for the procurement of a Skills Bank operator and we have the opportunity to learn from current delivery to ensure the service delivers the outcomes and impacts that as a region we need.
- 1.4** To evaluate the impact of the current Skills Bank programme an external evaluation team were procured to measure both qualitative and quantitative measures. Access to

meaningful data from the Individualised Learner Record (ILR) has created challenges in terms of quantifying impact for those business who have had Skills Bank investment and those who haven't. We are currently working through options on how most appropriately progress this work which will feed into the evaluation specification of Skills Bank Phase Two. Qualitative employer and stakeholder feedback has been used as part of this lesson learned evaluation.

2. Proposal and justification

2.1 A number of key decisions have already been made in relation to Skills Bank Phase Two, these include:

- The de-coupling of skills brokers from the Skills Bank contract to provide a more holistic Skills Brokerage service aligned to the Growth Hub
- The exclusion of matching European Social Fund (ESF) with Skills Bank funds (this maintains the flexible elements of Growth fund)
- Skills Bank should be viewed as a fund of last resort when all mainstream options have been exhausted
- Calls under ESF Priority 2.1 (Access to Lifelong Learning) will be developed which enhance the offer available through Skills Bank Phase Two
- Continued employer investment

2.2 Workshops are currently being held with Local Authority colleagues and representatives from local training providers and colleges. The aim of these workshops is to tease out elements of the current programme that have worked well and those that haven't.

2.3 One to one interviews are being conducted with employers. This will include employers who have both a good or bad experience of the current programme.

2.4 The outcome of this work is being combined with existing work already undertaken from the external evaluation work and will be presented to the LEP Board.

2.5 The presentation which accompanies this paper will review all feedback received and outline proposed changes to the delivery model moving forward.

3. Consideration of alternative approaches

3.1 The break in delivery gives us the opportunity to review current delivery and learn lessons to move forward. Not taking the time to do this now could impact the future effectiveness of Skills Bank Phase Two.

4. Implications

4.1 Financial

As part of the development of Skills Bank Phase Two consideration is being given to appropriately resourcing the Executive Team to ensure they can proactively manage and support delivery.

4.2 Legal

There are no legal implications to the Combined Authority at this stage. However, legal issues will be kept under consideration and legal advice sought as required as this initiative develops.

4.3 Risk Management

The re-procurement of Skills Bank will be part of a programme of work around in work skills development and as such will be overseen by a comprehensive risk management process.

4.4 Equality, Diversity and Social Inclusion

The suite of programmes around 'in work skills development' ensure they are inclusive of all employed residents of SCR regardless of who they work for.

5. Communications

5.1 Communication in relation to Skills Bank Phase Two is part of a wider Skills and Employment stakeholder mobilisation plan with key messages communicated to both employers and training providers. Learning from the current Skills Bank programme will be shared with wider LEPs and Government.

6. Appendices/Annexes

6.1 None

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Background papers used in the preparation of this report are available for inspection at: 11 Broad Street West, Sheffield S1 2BQ

Other sources and references: None

SKILLS, EMPLOYMENT & EDUCATION EXECUTIVE BOARD

INSTITUTES OF TECHNOLOGY (IoT)

22nd FEBURARY 2018

Purpose of Report

This paper and accompanying presentation (to be delivered on the day) provides an overview on the application process for an Institute of Technology (IoT) and the proposition for an IoT in Sheffield City Region (SCR).

Thematic Priority

‘Develop the SCR skills base, labour mobility and education performance’

Freedom of Information

This paper will not be made available under the Combined Authority Publication Scheme.

Recommendation

That the Board notes the detail of the IoT submission and benefits for SCR.

1. Introduction

- 1.1** The private sector is driving the ambitious strategy for growth in SCR, adding £1.34bn GVA to the economy over the last two years. This represents a step change for the region and has galvanised aspirations for further growth. Increasing the productivity of existing jobs alongside growing the overall number of highly productive jobs will raise overall GVA significantly and spur further development. The use and application of data and digital technologies are transforming how core sectors and industries across the SCR operate. Large employers need confidence that the regional workforce has the skill set to utilise these advancements and smaller SMEs require support to embrace new technologies to realise the potential in their business.
- 1.2** Institutes of Technology (IoT) was a concept put forward by Government over two years ago as a means to address the high level technical skills gaps faced by the UK. The model proposed for IoT focused on developing an employer driven curriculum at levels 4, 5 and 6 to develop technical skills across Science, Technology, Engineering and Mathematics (STEM).
- 1.2** In September last year, Government asked for Expression of Interests which needed to demonstrate the following.

1. Strong employer involvement in governance and design/delivery of curriculum
2. Specialise in teaching technical disciplines
3. Offer high quality industry relevant teaching
4. Be responsive & agile
5. Create a prestigious and distinct identity
6. Work collaboratively
7. Be financially viable and resilient

1.3 In December 2017, Government released the formal invitation to submit proposals to a £170m capital fund for IoTs. This is a 2-stage process (with the initial deadline for Stage 1 1st March).

1.4 An SCR working group with representatives from the SCR Executive, SHU, Local Authorities, Employers and FE has now been formed to develop a proposition for an IoT which meets the requirements as set out by Government, but also responds to the skills gaps which are limiting growth and productivity.

2. Proposal and justification

2.1 At the EOI stage, Sheffield Hallam University (SHU) led and submitted a proposal on behalf of SCR which was endorsed by the Board and focused on delivery across technology, manufacturing & engineering, construction, logistics & infrastructure. All five Further Education colleges, the Advanced Manufacturing Research Centre (AMRC) and the National College for High Speed Rail (NCHSR) formed a partnership for the submission.

2.2 Following the call for full proposals, it is proposed that SCR submit a proposal for an IoT that will mobilise SCR's technical and higher education institutions allowing them to develop an innovative curriculum and to significantly strengthen progression pathways in technical subjects including technology, manufacturing & engineering, construction, logistics & infrastructure.

2.3 The proposition will include the following critical success factors

- Strong employer engagement in governance and leadership as well as the design and delivery of the curriculum
- Specialise in teaching technical disciplines, particularly STEM, at level 4 and above, creating a clear technical education pathway to high skilled, high wage employment
- Offer high quality industry-relevant teaching, using industry standard facilities and equipment
- Be responsive and agile in meeting the current and future needs of local, regional and national industries, including upskilling the current workforce
- Create a prestigious and distinct identity for both the institution and the offer to learners
- Work collaboratively to harness the assets, resources and expertise of employers and FE and HE providers
- Be financially viable and resilient

2.4 The IoT will be a beacon for world class employer led technical education coordinating employer demand, curriculum design and additionality in provision. It will bring together anchor partners in terms of HE, FE and employers and have five key strands:

1. A central hub, building on previous significant technical educational infrastructure investment in the SHU STEM Centre, NCHSR, AMRC, UTC's and FE Colleges.
2. An employer led curriculum building on the public/private governance model used in the NCHSR which will link T-Levels and Higher and Degree Apprenticeships.
3. Building on the outstanding applied research strengths of our universities to ensure the development and delivery, by high quality technical educators, of coherent and innovative curricula across Levels 3-5 with clear pathways to Level 6 & 7.
4. Acceleration of digital capability across STEM subject areas to drive a step-change in key sectors (manufacturing & engineering, construction, logistics & infrastructure).
5. Co-ordinated technical education initiatives which expand opportunities for young people in South Yorkshire, raising educational attainment and access to high skilled employment.

2.5 The accompanying presentation will provide further clarity and detail on the proposed model which is currently being worked up for submission on the 1st March.

3. Consideration of alternative approaches

3.1 Do nothing option

The region has many strengths: a vibrant digital innovation sector and strong technical and higher education assets. However, with projections estimating that 46% of jobs by 2022 will require a level 4 qualification, low overall skill levels are a barrier to change. Only 29% of SCR residents are qualified to L4+ (compared with 37% nationally). In addition, there has been a dramatic decline in adult learning since 2013/14 and only 8% of apprenticeship provision is at a higher level. The Sutton Trust Mobility study indicates that ten out of fourteen constituencies in South Yorkshire have very low or low social mobility whilst Doncaster was named as one of twelve of the Social Mobility Opportunity Areas.

High level technical skills are critical to support SCR economic growth and productivity. To not submit a proposal for investment in an SCR IoT would be a missed opportunity. No alternative funding is available to address the high level technical skills gap.

3.2 Do more

There is an option to align any future available LGF or other funding available to the LEP / CA to the IOT concept. Presently there is minimal alternative sources of investment funds and so this cannot be committed to presently.

4. Implications

4.1 Financial

There are no financial implications for the Combined Authority. The Combined Authority will not act as an anchor partner. Costs associated with officer support for the development of the proposition will be met by each individual partner.

4.2 Legal

There are no legal implications for the Combined Authority. However, legal issues will be monitored and legal advice sought as required as the initiative develops.

4.3 Risk Management

Development of the IoT proposal amongst partners include the creation of a risk register. Key risks include employer engagement, learner numbers and financial resilience, these are being worked through as part of the development of the proposition. Risks will be managed in line with agreed SCR risk management processes.

4.4 Equality, Diversity and Social Inclusion

IoT's are a policy initiative to help address challenges around social mobility and encourage more residents to access higher level skills. This will be a fundamental part of the strategy and evidence will be monitored.

5. Communications

5.1 Whilst there is no requirement for LEP endorsement of the proposition, there is clear alignment with LEP priorities and high-level core programme objectives. These include

- Significantly increasing the number of learners with higher level technical skills, which are crucial to national, regional and local productivity growth
- Attracting a wide range of learners to maximise the social as well as the economic impact of this new type of institution
- Improving the occupational competency of learners to meet the needs of employers now and in the future

Whilst there are no communication implications at this stage. If the IoT was successful it would be part of a joint communications strategy across all partners and a focus for LEP corporate affairs activity.

6. Appendices/Annexes

6.1 None.

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