

LANCASHIRE
2050

A strategic framework for Lancashire

Lancashire Technical Education Vision

Progress
Report 2023



LANCASHIRE SKILLS
& EMPLOYMENT HUB



Forewords

Cllr Karen Buckley

Leader, Fylde Borough Council



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Skills for recovery and growth has never been so important in Lancashire and Employment and Skills is one of the eight priorities within Lancashire 2050. The theme aims to ensure that Lancashire's people have the opportunity to access good jobs and progress in their chosen careers, and to ensure that people are not held back due to their skills or background. We want to build a highly skilled workforce which enables our economy to grow to the benefit of people living and working in Lancashire.

By working together towards this Technical Education Vision, we can help our county thrive whether by inspiring our future workforce through work with schools, colleges and universities, by recruiting local people, or by investing in reskilling and upskilling employees.

This report reaffirms our commitment to continuing to make the Technical Education Vision for Lancashire a reality and I am delighted to see the progress demonstrated through collaboration of education and business to ensure all the residents of Lancashire have access to high quality, innovative technical education.

Debbie Francis

Chair, Lancashire Enterprise Partnership

We published our Technical Education Vision for Lancashire in 2018, setting out a route map towards 2030 to ensure that locally grown talent will be central to the success of Lancashire's industries and business communities.



Since then, we have experienced unprecedented turmoil in our lives and for our businesses. We have left the European Economic Community; we have experienced the Covid-19 pandemic and we have witnessed war in Eastern Europe. We recognise that Lancashire's businesses and residents have struggled with the impacts and any one of these major events could have created insurmountable problems for our local economy and our aspirations for Lancashire to be a leader in technical skills. The story we have to tell here today, however, is one of progress and of collaboration between industry and education working in the spirit of our Technical Education Vision. We feel the Technical Education Vision of 2018 is still relevant to take us on that journey to 2030, preparing us to seize the opportunities that will arise from devolution deals for adult education and from the UK Shared Prosperity Fund and Levelling Up grants, alongside the rollout of high-quality technical qualifications and the establishment of Lancashire's Institute of Technology.

Alison Robinson

Chair, Lancashire Skills & Employment Board

The Technical Education Vision of 2018 was formed from wide consultation with the business and education community of Lancashire. Reviewing the vision along with our Board members, we agreed that the priority themes remain central to our ambitions for Lancashire's Technical Education landscape.



Through the work of the last four years, we have seen businesses becoming increasingly engaged in the provision of skills education and training, giving an ever-clearer voice to their technical skills needs. Lancashire successfully bid for trailblazers for the Local Skills Improvement Plan (LSIP) and the Skills Development Fund (SDF) which together, enabled a stronger employer voice in planning technical education and gave financial support to colleges and providers to develop and deliver that training with the insight and engagement of local businesses. This is now establishing itself as a virtuous circle, with the second LSIP now in development.

Lancashire Skills Pledge members, over 200 employers, are supporting technical education, from involvement in careers education and curriculum design and delivery in schools and colleges, to offering valuable work placements to students and through training apprentices in their business.

Employers have also stepped up to support the unemployed by recruiting through tailored training programmes and to boost the skills of their own workforce, through leadership and skills training. In 2018, we were already proud of the investment brought into Lancashire's skills infrastructure and since then, we have seen additional enhancement of skills facilities through capital awards to colleges and providers for T Level facilities and FE provision, for the Institute of Technology facilities at local colleges and through Higher Education expansions. To echo what was said in 2018, we are still certain that our network of high-quality provision will fulfil the Technical Education Vision and continue to respond to growing and emerging technical skills needs.

Introduction

In 2018, following wide consultation with partners, we published the Lancashire Technical Education Vision towards 2030. Now, in early 2023, we are keen to share Lancashire's progress towards that Vision and reinforce the priority themes of the original plan.



The 2018 consultation resulted in the following priority themes:

- + Grow the productivity of Lancashire's workers and businesses
- + Anticipate and respond to market and technology change, with provision driven by employer demand
- + Start with education and experiences at primary level and support individuals through working lives
- + Work to ensure providers and employers collaborate on the design and delivery of education and training
- + Provide a co-ordinated and joined-up offer, through collective planning and management

These themes have consistently been reflected in Lancashire's Skills and Employment Strategic Framework <https://www.lancashireskillshub.co.uk/strategies/strategic-framework> and we are pleased to share positive outcomes to date with case studies for each theme through the following pages.

Lancashire has made great progress over the last 4 years, however there is still much more work to be done, given the current challenges posed by economic and social factors, such as months of lockdown due to Covid-19, creating disruptions to business and the education system for several cohorts of young people. There are also market changes due to Brexit and global economic conditions. For example, the proportion of school leavers in Lancashire who progressed into an apprenticeship dropped from 5.7% in 2020 to 4.1% in 2021. Whilst still above the national average of 2.7%, a regain in momentum is needed.

Lancashire's Technical Education Vision has been a key supporting reference for several successful bids to bring resources to Lancashire, including projects to improve careers information in schools, support for colleges in preparing to deliver T Levels, establishing a trailblazing Digital Skills Partnership, funding for technical Skills Bootcamps and securing an Institute of Technology.

More detail about the expansion and continuous improvement of Technical Education can be found in the following pages, tracking progress against the priority themes above.

The progress achieved is through collective action of a wide range of partners, schools, colleges, training providers, universities, businesses, employer bodies like the Chambers of Commerce and Federation of Small Businesses, community organisations, local government and government departments alongside the Lancashire LEP, the Lancashire Skills and Employment Hub and Careers Hub.

As a taste, here are just some of the key milestones:

2018	Digital Skills Partnership formed Tech Ed Vision published Apprenticeship Skills and Knowledge (ASK) delivery in schools
2019	T Level Networks and collaborative projects in place Lancashire Skills Pledge established
2020	First T Level students First Digital Bootcamps Mass Vaccination Programme training (Covid-19) Data Dashboard of local LMI established online
2021	Teen Tech delivery starts in Lancashire START in Lancashire Careers Platform online STELA project with colleges All Lancashire schools, colleges and special schools part of Careers Hub FE Professional Development Networks Lancashire Apprenticeship Levy Transfer Network
2022	First T Level Graduates Skills Development Fund (SDF) Projects Lancashire Apprenticeship Grant established "Portal" careers resource shared Further Skills Bootcamp funding secured Institute of Technology (IoT) Bid successful Local Skills Improvement Plan (LSIP) published Multiply Numeracy Programme

We look forward to continued working with partners on this positive trajectory of skills provision and attainment in Lancashire. Collaborative groups are already developing the Morecambe Bay curriculum, to support the economic shift that the Eden Project will bring to the area and working together to support residents to gain the range of skills needed to establish the National Cyber Force Headquarters in Samlesbury.

Grow the productivity of Lancashire's workers and businesses

Why?

Lancashire has productivity levels lower than regional and national averages. There is an increased need for higher level skills to boost productivity.

What do we want to achieve?

More productive businesses leading to better economic well-being for Lancashire residents. People will be better equipped with the skills and resilience to sustain and progress careers in a complex world of work.

How?

- + Develop demand led high quality technical routeways
- + Create accessible training pathways for adults to reskill
- + Improve work readiness alongside technical skills

What has been happening?

Sector Based Work Academies

As an example of responsiveness to unforeseen market change, during the Covid-19 pandemic, the Lancashire Skills Hub collaborated with the NHS, Lancashire Adult Learning, People Plus and referral organisations to support the training and recruitment of over 120 staff for Lancashire's Mass Vaccination Centres in December 2021 with the expectation that these would open within two weeks. Due to the close working relationship with the members of the Lancashire Adult Skills Forum including the DWP and the NHS a pre-employment training course was developed, candidates were identified and filtered, trained and interviewed.

Ruth Keeler, Strategic Lead ICS Careers and Engagement for the NHS said, *"This activity could not have been possible without great collaboration and the partnerships we have in Lancashire. This has been a huge benefit to the community and by responding quickly we have been able to open the mass vaccination centres and also support a large number of unemployed people into work".*



Case Study Bootcamps

Upskilling Local Talent to Benefit Local Business

The IN4.o Talent Academy has received Fast Track 'Bootcamp' funding since 2021 through the Lancashire Enterprise Partnership, Greater Manchester Combined Authority, DCMS and DfE. IN4.o also has a joint venture business with UCLAN, enabling industrial digital technology adoption by upskilling manufacturing and engineering businesses. BAE Systems sponsors the academy which is nurturing 150 local graduates each year as Junior Cloud Engineers. Through the IN4.o Talent Academy, graduate engineers undertake digital manufacturing projects to drive digital transformation within businesses.

Mo Isap, CEO of IN4.o Group, said: *"Being Lancashire born and bred, I made a commitment to nurture local talent and activate the spirit of collaboration to enable local manufacturers like Inscape to adopt digital technology"*

Inscape Interiors, based in Chorley, Lancashire, is a manufacturing joinery company with over 25 years of experience in commercial construction.

Inscape has a proprietary software application within the business, developed over the last 15 years, but the software was not now scalable enough to help the business grow. IN4.o talent graduates gained an understanding of how Inscape wanted to use it within their business.

Paul Mills, Strategy Director of Inscape Interiors, said: *"One of the difficulties that we've had, particularly as a small business, is that it's very hard to understand the potential solutions available. With the graduates' knowledge, we were able to very quickly identify technical issues with our software. The graduate engineers were able to propose solutions that we hadn't even thought possible."*

Following the successful delivery of projects, Inscape hired academy graduate Ben Dale as Technology Administrator.

Paul said: *"Our relationship with IN4.o has had a very significant impact on Inscape, we now know that there is a technology-based resource and expertise on our doorstep which provides a whole range of services. They have also helped us to recruit Ben, a really talented graduate, to the Inscape team and drive forward our digital transformation."*

Ben said: *"I've got a young family and I wanted to settle down in a stable career in Lancashire, so the digital sector seemed like a safe area to be in, there's still a huge demand for it. I've always been interested in a digital career, but I didn't really have the skills or the background to pursue it. My confidence was boosted by the academy, the AWS qualification and IN4.o's strong industry connections. My placement with BAE Systems, has led me to the job that I've now got with Inscape."*

Anticipate and respond to market and technology change, with provision driven by employer demand

Why?

Need to understand how new technologies, markets and ways of working will reshape business and skills needs. Roles are being redesigned with new occupations emerging and some roles becoming obsolete.

What do we want to achieve?

Skills provision to support emerging technologies and businesses able to identify their current and future skills needs. Growth through diversification of businesses into new and emerging sectors and markets.

How?

- + Develop a way to track and anticipate future markets and technologies
- + Translate changes in business needs to skills needs and Technical Education requirements
- + Enable employers to self-diagnose training needs as businesses evolve

What has been happening?

Lancashire's networks have been continually working to respond to employer market change. This is the second year of the Chambers of Commerce leading on development of the Lancashire Skills Improvement Plan (LSIP), which complements the Labour Market Information (LMI) provided by the Lancashire Skills and Employment Hub to colleges about emerging needs.

Labour Market Intelligence Dashboards

Lancashire Skills Hub's Data Analyst has developed dynamic LMI dashboards for each Travel to Work area in Lancashire and for local authority areas, meaning providers of training and education have the latest data at their fingertips to plan careers and education and training provision. Live dashboards can be seen here: <https://www.lancashireskillshub.co.uk/our-people/evidence-base/>

Skills Accelerator Trailblazer

The next case study shows how Lancashire's colleges grasped the opportunity through the Skills Accelerator Trailblazer in 2021, to invest Strategic Development Funds in facilities, increase skills of staff and engage with employers to raise awareness of new technologies and associated training.



Case Study Skills Accelerator

Recognising and Responding to Local Employer Skills Needs

In 2021, Lancashire successfully bid to the DfE to become one of the largest Skills Accelerator Trailblazer areas in England, incorporating a Local Skills Improvement Plan (LSIP) Trailblazer and Strategic Development Fund (SDF) Pilot.

The LSIP, led and prepared by Lancashire's Chambers of Commerce, in consultation with over 1,000 businesses, articulated key local employers' technical skills needs. The Lancashire Colleges delivered their SDF Pilot programme, designed to respond to those needs.

The SDF Pilot has provided Lancashire's Colleges with c£9m funding from the DfE to:

- + upgrade facilities, equipment and curriculum
- + build capacity to meet local skills priorities through a more coordinated FE offer
- + improve quality through FE workforce training, peer-to-peer support, sharing good practice and industry exchange opportunities
- + stimulate employer demand for skills, through raising awareness about new technologies and driving adoption of innovation in local businesses

Colleges are collaborating in innovative ways to deliver seven projects, to support businesses to maximise opportunities presented by the move to a low/net-zero carbon economy. From repairing electric and hybrid vehicles, to conducting carbon audits of local farms, to helping SMEs introduce new digital solutions, the projects are helping Lancashire's businesses develop the skilled workforce they need both now and in the future.

The project has:

- + developed new local business networks
- + consulted with nearly 500 businesses about their training and development needs
- + developed and delivered 10 new courses to employees and college students
- + provided CPD in new technologies to over 100 college staff
- + engaged over 350 students using the new training facilities

These figures will grow as benefits of the investment are realised further. The networks, relationships, facilities and new courses developed through the pilot act as a launch-pad for future joint work, with colleges collaborating to meet the technical skills needs of the Lancashire economy now and in the future.

Steve Owen, National Training Manager at Baxi, said: *"Having such high-quality facilities and technology at the College allows us to ensure that heating engineers can train and qualify on the best equipment, which will prepare them for the future challenges and opportunities in the heating industry, as we move towards a net zero carbon future. It is imperative that we increase the number of accredited heat pump installers as today's MCS registered operatives will not be able to cope with the expected growth in demand without support like this."*

Start with education and experiences at primary level and support individuals throughout working lives

Why?

Technological mindset increasingly in demand. Lack of understanding or negative perceptions of options available limiting young people's choices and future pipeline of skilled workers. Engagement with careers and industry needed early, to start the conversation about Technical Education.

What do we want to achieve?

Higher levels of participation in Technical Education as young people and parents/carers understand routes better. Access to advice at all ages to support informed choices towards technical routeways. A resilient future workforce, capitalising on education and training, work and life experience.

How?

- + Enable informed choices through consistent and positive information putting Technical Education on a par with academic routes
- + Engagement with industry in education at all stages, with work related learning in all schools, colleges and universities

+ Validate skills, knowledge and competency outside the classroom

What has been happening?

The Lancashire Careers Hub has developed to now include all secondary schools, colleges, special schools and alternative provision for young people in Lancashire. This has attracted a range of funding and development of resources to ensure young people are aware of technical careers and know how to access the right learning route to prepare for the world of work.

Information resources developed including videos and key sector packages on the Start in Lancashire careers platform <https://lancashire.startprofile.com/page/home-page> and working with cornerstone employers to create careers board games for Key Stage 3 pupils, based on labour market information for their locality. Portal animations for the key technological sectors have also been commissioned and are now available here <https://lancashirecareershubs.co.uk/resource/portal-lancashire-careers-information/> (see photo of resources in school opposite).

Innovative activities in schools have included CyberFirst events for over 500 students from 35 schools and over 4,300 young people taking part in activities sponsored by BAE Systems, working with Innovate Her and Create Education.

In one TeenTech Innovation Workshop, students were tasked with designing a piece of technology they would like to see in the future. Bowland High School presented Language Lenses, glasses that would instantly translate any language. Pupils explained how they would see the technology working, including rechargeable batteries, projectors displaying the translated text and the CPU requirements.

Lancashire has also taken full advantage of Skills Bootcamp funding, a part of the Plan for Jobs package post Covid-19, with over £4.5 million awarded for the commissioning of courses in the Lancashire LEP area. These intermediate level courses are aimed at supporting adults to increase skills to access well rewarded jobs. To date, 281 residents have accessed the courses, with the provision set to triple over the next year.

Case Study Digital Bootcamp

CompTIA Tech Discovery

Lee Lewin had no formal education in IT and had worked in hospitality after leaving the army. During the pandemic, Lee was looking for a career change to help him support his family.

Due to dyspraxia, although Lee felt he had the ability to do well, he struggled within a traditional school environment and said he **"slipped through the cracks."** At 16, he joined the army for two years. After leaving the army, he worked in hospitality, learning how to articulate and solve problems and stay calm under pressure – skills that would serve him well in IT.

Lee learned about CompTIA Tech Discovery Bootcamp, which had been commissioned by the Lancashire Skills and Employment Hub and signed up. Once enrolled, he got personalised help and mentorship from CompTIA staff and was shown how to pursue a career in IT. Upon graduating, Lee said he **"understood what to do next"** and that Tech Discovery gave him **"the push to get started"**.

Lee graduated from Tech Discovery in March 2021 and earned his CompTIA ITF+ (IT Fundamentals) certification.

"Having that on my CV got me the interview," Lee explained. Thanks to his fluency in a second language and his newly gained IT knowledge, he was a natural fit for his new job working at Pearson as an international customer service specialist.

Describing himself as a **"working class lad from a council estate"**, Lee feels that **"less privileged people couldn't [work in IT] if it wasn't for a programme like this."**

Lee has gone on to study for his CompTIA A+ certification and has an ambition to work as a Cyber Security Analyst.



Work to ensure providers and employers collaborate on the design and delivery of education and training

Why?

There is a lot of good practice to build on through existing good relationships between employers and providers. Concern that SME voice is insufficiently heard. Due to pace of change, broader and deeper collaboration between employers and providers needed to ensure industrial relevance of education and training.

What do we want to achieve?

People ready for work through Technical Education which is designed and delivered to meet evidenced industry demand. Employers facing fewer skills gaps through well-developed co-designed training provision. Teaching staff with up-to-date understanding of industry practice and skills requirements.

How?

- + Businesses and providers agile and flexible in responding to change
- + Established cycle of information sharing and collaborative work between employers and providers
- + Common models for providers to engage with employers to review effectiveness and relevance of education and training

What has been happening?

T Level Development

The Technical Education Vision helped Lancashire Skills Hub to secure a grant from The Gatsby Foundation to support development of new T Level qualifications for 16-19 year olds. This enabled co-ordination of Routeway Networks, bringing together professionals from colleges in T Level Routeway areas, to develop curriculum and practice. Identifying their own CPD needs, the networks developed collaborative projects, successfully bidding for support from the Association of Colleges and the Education and Training Foundation. These projects involved employers in increasing teacher knowledge of industry practice and in developing placement models for students. This ranged from collaborating with large employers such as the NHS, to local small businesses in the digital sector. Activities included Masterclasses delivered by employers to tutors and students on subjects such as software testing and drone surveying for construction. Innovative pathway led placements were also created for students in the NHS.



Case Study STELa Project

Supporting Technical Education in Lancashire (STELa) was a £1.35m project supported by the European Social Fund and DfE's Capacity and Delivery Fund.

Engaging c400 small and medium enterprises (SMEs), STELa was delivered by The Lancashire Colleges and 5 member colleges. The objective was to increase engagement of Lancashire's SMEs in Technical Education through industry placements and work experience opportunities for students, with SMEs working with colleges to develop curriculum to meet skills needs. Bespoke support for SMEs included:

- + Helping them better understand workforce and skills needs alongside opportunities for industry placements and work experience
- + Developing and trialling innovative placement and work experience models
- + Supporting before, during and after placements so they are meaningful
- + Designing and developing the technical education curriculum through membership of advisory groups
- + Involving them in curriculum delivery e.g., through delivering masterclasses or project-based learning opportunities

Those SMEs involved now offer work placements, apprenticeships and other opportunities to college students. Many engage in employer advisory groups at local colleges, informing curriculum and ensuring that students gain the skills their businesses need. Here is what two of the businesses have said:

"We have benefitted greatly from being involved in the STELa Project and it is because of the project that the relationship between us and the college is now beginning to grow. Opportunities to deliver guest speaker presentations and kit demonstrations and Work Placements that may lead to apprenticeships are new initiatives for us, and we hope that these activities will help to shape the futures of the younger generation of engineers coming to the company."

— Stewart Thompson, Global Energy Systems & Technology Ltd, Lytham St Anne's

"I have become much more aware of the support and training opportunities through the STELa project available to help my business develop. The advice and guidance and additional skills training from the College has really helped me focus on my business priorities, what I am good at and the areas I need more support with. I have really enjoyed learning how I can inform the development of the Art & Design curriculum through the STELa project and I've very much enjoyed meeting staff and working with the students."

— Sara Dobson, Atlas Interiors, Lancaster.

Provide a co-ordinated and joined-up offer, through collective planning and management

Why?

Some businesses are unclear how to get best from Lancashire's strong system of high quality providers. Challenging geography with several Travel to Work and Learn areas. Need to work more collaboratively to co-ordinate specialisms, avoid unnecessary replication of provision and share best practice.

What do we want to achieve?

Networked, accessible education and training offer across Lancashire. Stronger, more sustainable Technical Education market as employers become increasingly expert at identifying need and sourcing training.

How?

- + Co-ordinate provider specialisms and create centres of excellence for higher level learning
- + Enable employers and learners to make informed choices through streamlined contact with access to education and training providers
- + Collaborative working and sharing of curriculum materials through investment in and utilisation of digital technologies

What has been happening?

The "Missing Middle" – Level 4 and 5 Technical Education

The proportion of residents with a qualification at Level 4 and 5 (L4/5), a highly regarded skill level in technical roles, has dropped significantly over the last few decades across the whole of the UK, including Lancashire.

To begin to redress the balance, Institutes of Technology (IoTs) are being introduced. A collaborative bid for an IoT for Lancashire, involving Further and Higher Education, employers and other partners has been successful with negotiations on funding and accountability arrangements in final stages with the DfE. This will give scope for a range of resources, teaching expertise and employer involvement in developing state of the art qualification routes, including apprenticeships and Higher Technical Qualifications.



Case Study

FE Professional Development Grant

In the 2021/22 academic year, The Lancashire Colleges delivered an FE Professional Development Grant Pilot project funded via the DfE and working with five colleges. Four Professional Development Networks (PDNs) were established, bringing together teaching staff from across five colleges to work together to develop their L4/5 subject and pedagogic content knowledge helping to improve the quality of technical and professional curriculum design, teaching, learning and assessment.

The PDNs covered four sectors – construction (with a focus on digital tech), health, energy/low carbon, ecology/land-based with membership from Burnley, Blackburn, Lancaster and Morecambe, Myerscough and Preston Colleges. The PDNs designed and undertook Training Needs Analyses to inform focus for CPD, then engaged industry specialists to deliver Masterclasses on key topics, developed Employer Skills Taxonomies and Action Learning Sets were used to further develop skills and understanding of college teams.

A range of videos and other resources was created by the project and published on the TLC website.

The project was designed to give college staff the confidence to develop pedagogical approaches and innovative teaching resources with their peers as they prepare to deliver Level 4/5 curricula. Through the establishment of new relationships with each other, and with employers and industry specialists, the colleges involved have begun to develop tools and resources and to enhance and update the specialist subject knowledge of tutors. This will mean they are better equipped and have the confidence to teach and assess students in the skills that industry needs.

The relationships established will support further professional development and lead to an improvement in the quality and range of L4/5 programmes available in Lancashire. The lessons learned from this project will inform future work, recognising the need to be flexible in the design and delivery of professional development opportunities so that staff can take part alongside the importance of creating resources that can help to cascade and sustain the benefits of joint work.

Comments from college staff who participated in the project include:

"I have implemented some new ideas into my teaching on HE."

"I can see the benefit of taking part in collaborative activities with other colleges."

"I thoroughly enjoyed the process and feel those in our group were able to make real connections with peers delivering similar courses in other local colleges."

Summary

This Progress Report has given some examples of the developments in Technical Education in Lancashire since the launch of the Technical Education Vision in 2018.

This is a snapshot of the great progress in Technical Education across those years. We know, however, that there should never be a 'finished product'. As technical advances move at an ever increasing pace, we know that the momentum achieved to date will accelerate progress in our Technical Education system.

There has been a good level of investment in resources, curriculum and key staff development in the past few years, which will need to continue apace to ensure Lancashire is at the forefront of Technical Education.

The strides achieved have been amplified through collaboration. This will be of increasing importance in this ever developing arena. Collaborations between education providers and businesses and between providers in developing and sharing excellence, and through working with employer representative bodies are key to understanding the skills needed from our current and future workforce.

With OfSTED's and the Education and Skills Funding Agency's increasing focus on accountability of provision in meeting local employer needs, and resources increasingly devolved to local collaborative working, through Combined Authorities, County Deals and through the Local Skills Improvement Plan, Lancashire can demonstrate excellent collaborative working. The publication and development of Lancashire 2050 also provides an opportunity to embed the Technical Education Vision into the wider ambitions of Lancashire.

This Progress Review of our Technical Education Vision is evidence of what has been achieved in these past few years and how Lancashire and its increasingly skilled workforce will continue to grasp new opportunities offered through the National Cyber Force, Eden Project North and many other technologically dependent developments.

LANCASHIRE 2050

A strategic framework for Lancashire

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