



## Draft Report of the Education & Skills Policy Development & Delivery Committee

Cabinet – 21 June 2018

### City Deal Skills

<b>Purpose:</b>	To report back to Cabinet on progress of the developing policy on education and skills to meet the challenges of the City Deal.
<b>Policy Framework:</b>	Education & Skills corporate priority; City Deal
<b>Consultation:</b>	Access to Services, Finance, Legal.
<b>Recommendation(s):</b>	It is recommended that:  <ol style="list-style-type: none"><li>1) Cabinet consider the report on developing policy on education and skills to meet the opportunities provided by the City Deal and consider and endorse the actions identified in this report.</li><li>2) The Cabinet Member for Children, Education &amp; Lifelong Learning work with officers to ensure that local arrangements are robust to meet the challenges and opportunities arising from the City Deal, including establishment of local partnership arrangements to feed into regional partnerships.</li></ol>
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#### 1. Introduction

The Education & Skills Policy Development and Delivery Committee (PDDC) has been meeting regularly since July 2017. It has cross-party membership and is a forum for Council Members and officers to work together to form policy.

The PDDC determined that its work programme focused on the implications and opportunities represented by the City Deal and the implications for Swansea. Members have particularly been concerned

about issues of pace and scale, as well as ensuring that disadvantaged people are able to benefit from the jobs and growth that the initiative represents.

Within Swansea there is already work taking place to ensure arrangements are in place locally to respond to the scale of ambition needed. These include but are not exclusive to:

- Swansea Learning City with recognition from UNESCO
- Local Learner Voice participation events, including one focused on the new curriculum
- 14 – 19 Partnership to coordinate education and skills provision
- Pioneer Schools piloting new developments in the curriculum

The purpose of this report and following the work of the PDDC is to outline the way forward and increase the pace in this area to ensure that:

- the education system in Swansea has appropriate arrangements in place to meet the skills needed to effectively deliver the City Deal
- local young people are given every opportunity to be a part of those changes

As a result this work will contribute to our Well-being Objective 2 to make Swansea a great place to live well and age well.

## **2. The Work of the Committee in 2017/2018**

The Committee invited speakers and held discussions on a series of items, in order to further develop their understanding of what work is already being delivered and where potential gaps and challenges might be:

- overview of the local authority role, regional bodies' roles, curriculum changes, Learning City initiatives and also the Regional Learning and Skills Partnership (RLSP)
- pioneer schools update, views of children and young people on STEM subjects and teacher training implications
- aligning 14-19 provision, Principal Gower College, plan to establish Partneriaeth Sgiliau Abertawe (PSA) / Swansea Skills Partnership (SSP) Board.

## **3. Action to be taken**

### **3.1 Establish a Strategic Board - PSA / SSP**

PDDC recommend to Cabinet that we set up the above strategic board to provide an effective education partnership. It will comprise of senior representatives from a range of organisations across the area, with the aim to make Swansea the best place to be educated in the United Kingdom (UK). We will develop policy on education and skills to meet the opportunities provided by the City Deal. We will work together to ensure Swansea is a place where children and young people will want to live and

work and have the skills to do so. We will work together to deepen and extend partnerships to benefit Swansea citizens.

3.2 The partnership will respond to the following priorities:

- promote and develop Swansea as a 'Learning City' and to be the best in the UK
- promote and develop Swansea as a 'Learning City' – aligning providers with a shared vision and values
- develop a local action plan to promote and develop Swansea as a 'Learning City' to inspire children and young people
- in partnership develop a road map for skills or the learning and earning pathway to reinforce the messages about agreement and collaboration at all levels in education
- identify and further develop cohesive opportunities for Swansea learners
- monitor and evaluate progress against the local action plan and ensuring appropriate linkage to the RLSP action plan
- identify and further develop careers advice including apprenticeships and work-based learning and expand the focus to include key stage 3 and primary pupils
- in partnership with higher and further education providers identify and further develop initial teacher training and continuous professional development opportunities for school based staff and
- ensure apprenticeships and work-based learning align to future skills needs.

3.3 Membership

Local Authority (LA) - Director of People – Chair, Chief Education Officer, Cabinet Member for Children, Education & Life Long Learning, Head of Education Achievement and Partnerships, Head of Poverty and Prevention, Head of Economic Development.

Further Education (FE) / Higher Education (HE) - Principal of Gower College Swansea, Principal of Neath Port Talbot Colleges Group, Senior representative from University of Wales Trinity St David's (UWTSD), Senior representative from Swansea University.

3.4 The key points here are about effective overall pathways starting in early years' provision, and the wider needs analysis. In the past, the remit of the RLSP has been narrow – based around skills delivery for 16-19 year olds and on a wide geographic footprint across South-West and Mid Wales. We need to increase the pace of change to deliver the City Deal. PSA/SSP will provide a local geographic focus to ensure all children, young people and staff needs are considered.

3.5 Appoint a Strategic Co-ordinator for Education Skills

PDDC recommend to Cabinet that the LA appoint a Strategic Co-ordinator for Education Skills on secondment or a fixed-term contract for two years (September 2018 - August 2020). This position will sit within the Education

Department and will report to PSA / SSP. This innovative role will be funded in partnership by the LA (from existing resource), Gower College and the Regional Skills Board.

- 3.6 The Strategic Co-ordinator for Education Skills will be responsible for:
- co-ordinate development of an action plan to promote and develop Swansea as a 'Learning City'
  - co-ordinate monitoring and evaluation of an action plan to promote and develop Swansea as a 'Learning City'
  - working in partnership to align 14-19 provision in the Swansea area
  - raise the profile in schools and colleges the skills children and young people will need to meet the opportunities provided by the City Deal
  - working in partnership to raise aspirations of children and young people with regard to science, technology, engineering and mathematics (STEM) and construction. A focus will be on developing participation and improving outcomes with a particular focus on girls and vulnerable learners
  - working with partners to ensure all young people have access to good careers' advice and work experience opportunities
  - oversee the effective alignment of school curriculum options and skills needs, ensuring pathways to employment are outlined for every age group
  - oversee the alignment of new apprenticeships to future skills needs
  - oversee the alignment of Learning Champions – people who can inspire and plant the seeds in pupils who might be disengaging
  - further strengthen relationships between schools and the business sector and schools and the universities
  - working with the RLSP to promote with the citizens of Swansea the skills children and young people will need to meet the opportunities provided by the City Deal
  - monitor performance of progress to meeting needs, and to ensure effective outcomes for learners, identifying areas for improvement
  - involve children and young people in the development of new initiatives and ensuring they are able to exercise their right to have a say in decisions that affect them
  - working in partnership locally and regionally to provide opportunities to upskill school based staff and trainee teachers in the subjects that children and young people will need to meet the opportunities provided by the City Deal
  - working with the RLSP and PSA/SSP to undertake regular needs analysis and predictive modelling to respond effectively to the changing demands of employers in the local economy
  - create and ensure alignment with City of Learning initiatives
  - identify, develop and apply for additional funding to support these aspirations.

#### **4. Conclusions**

- 4.1 The RLSP has been providing a role coordinating post-compulsory and tertiary education for many years and covers the six local authority areas, including involving businesses and learning providers. There is little

involvement of education professionals. This will be inadequate to undertake the role outlined above and PSA/SSP will provide a local skills partnership to address this gap.

- 4.2 PSA/SSP will engage with schools and members of the business community, including those involved in growth areas such as the digital sector and use their skills and knowledge through consultation, secondment, etc. This would support identification of needs and capacity building among providers.
- 4.3 The Strategic Co-ordinator for Education Skills will raise the profile of the opportunities provided by the City Deal with a range of key stakeholders.
- 4.4 The Strategic Co-ordinator for Education Skills will support the delivery of an action plan to increase the pace so that the education system in Swansea can have appropriate arrangements in place to meet the skills needs to effectively deliver the City Deal.
- 4.5 These activities demonstrate that in Swansea we are not merely waiting for others. We will work collaboratively. We will ensure that locally the actions and partnerships are ready to respond with agility, to respond strategically and therefore to increase the pace of change necessary in the education system.

## **5. Equality and Engagement Implications**

- 5.1 None arising from this report. If Cabinet choose to progress with the model outlined, then the Council's EIA process will be applied. We hope that the enhanced involvement and engagement of children and young people will have a positive impact on decision-making and supports this Council's commitment to Children's Rights.

## **6. Financial Implications**

- 6.1 None arising from this report. However, if Cabinet choose to progress with a different model for the RLSP arrangements, there could be resource implications at that point. Due to the challenging financial outlook, it must be assumed that any additional costs incurred as a result of these proposals will be met through existing resources, or through the introduction of additional savings proposals.

## **7. Legal Implications**

- 7.1 None arising from this report. However, if a different governance set up is agreed going forward, legal advice should be sought at this stage as to the detail of how this will operate.

**Background Papers:** None

**Appendices:** None