

An Introduction to Education, Skills & Enterprise

Helping towns consider how education and skills can contribute to Town Investment Plans, local enterprise and ultimately town prosperity

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Purpose of the document

To help towns consider education & skills in supporting and driving forward their TIP ambitions, either directly through skills and enterprise orientated projects or as a foundational activity where education and skills enable a town's ambition.

We also reflect upon the intrinsic link between skills and employment, as well as the role skills development can enable in progressing learning opportunities and impact (e.g. well being) for its inhabitants.



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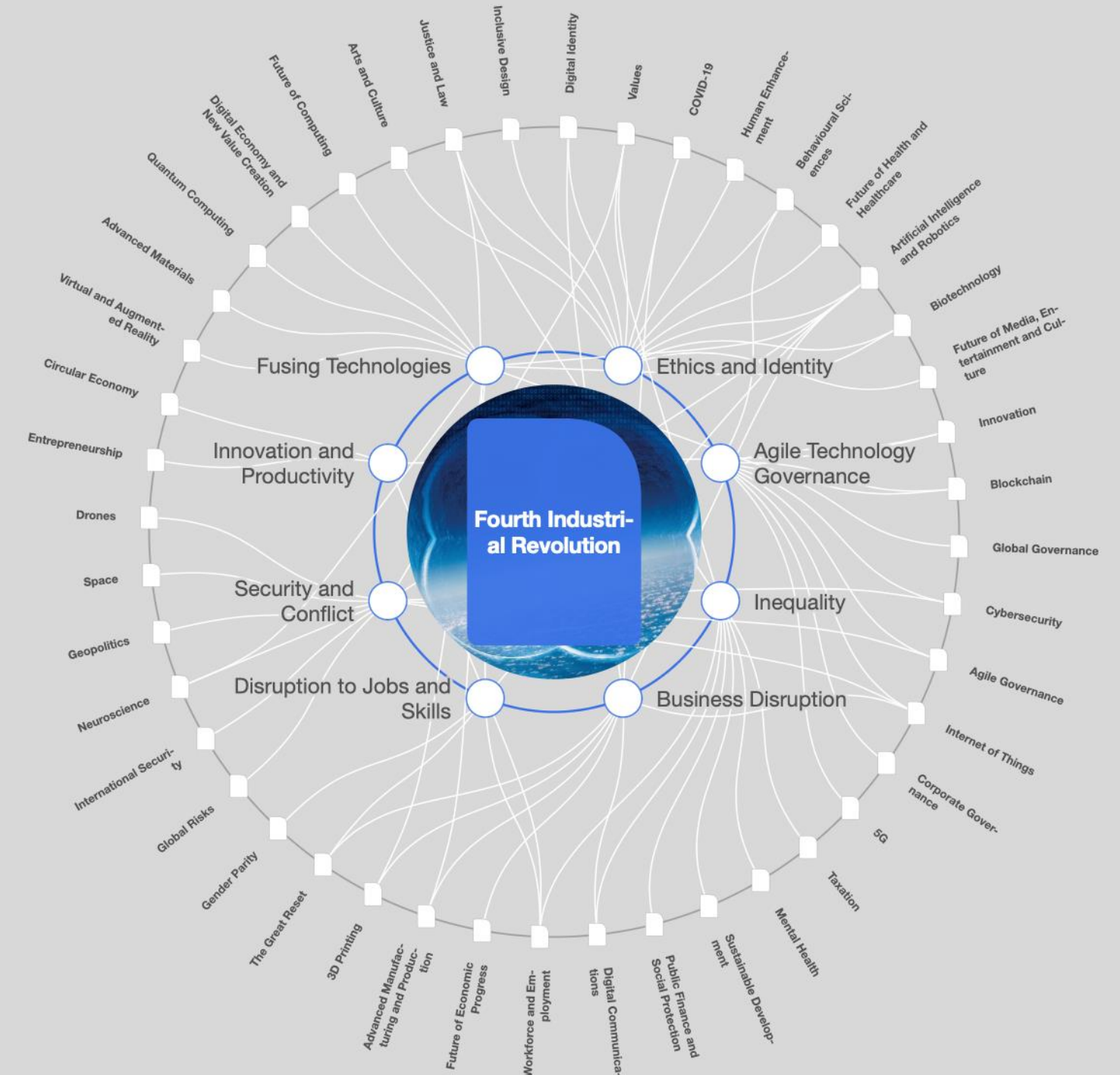
Green boxes and words throughout the document provide hints, tips and suggestions for towns.

Background and context

How global and UK change is impacting English towns

The UK economy is evolving and our future skills and employment needs are changing. Our English towns have a critical role in helping (in new and innovative ways) citizens and local organisations thrive in our ever changing world

- Eight out of ten people in the UK work in services sectors - less than one in ten in both construction and manufacturing. Meanwhile, some service sectors are shrinking (e.g. retail)
- More women are now in work (47% in 2019 v 37% in 1971) and the proportion of over 50s in work is increasing too
- Zero-hours contract based employment and the self employed (nearly 5 million across the UK and a 50% increase since 2000) are also increasing though most UK workers have full-time jobs (Resolution Foundation & ONS)
- Industry 4.0 (see diagram) - eCommerce and automation (machines taking over human tasks) are starting to account for some declining roles – we need to help workers transition from declining sectors. Indeed, the OECD (2019) reported “32% of current jobs across 32 countries are likely to see significant changes in how they are carried out and a further 14% of jobs could be completely automated”. Research by the Open University ([Bridging the Digital Divide](#)) reflects these findings and states the case for improved digital workplace skills
- Technology advancement also creates new jobs - Labour Force Survey data shows programmers and software developers are the fastest growing occupations (though they are typically filled by men) – hi-tech roles are likely to increase yet further as tech giants move in to new markets.
- Primary and nursery teachers, care workers and nurses are also in the top 20 fastest growing occupations



The skills we need in the future are changing

Future skills: The EU predicts that most jobs predicted to grow by 2030 require higher education, intensive use of social and interpretative skills and basic knowledge of ICT.

Innovation: The RSA reports that France and Singapore are piloting personal learning accounts to provide annual learning credits (see our Learning Pathways commentary later in this document). In Sweden funds and 'job security councils' help those made redundant back in to local job markets.

Our formal education system (schools, colleges, work-based learning/apprenticeship providers, employers and universities) has a critical role to play, particularly as we manage Covid-19 labour market related changes.

Adult learning - focus box

[OECD Priorities for Adult Learning Dashboard](#)

recommendations to help towns think about how they can assist:

- Improved information, guidance and provision to help adults access earning opportunities
- Align adult learning systems with labour market needs – reach those most at risk of job loss. Help local business to assess their future workforce needs
- Work with Further Education college providers and others to ensure high quality provision

Towns are in a unique position to bring education providers, other stakeholders and local jobs and skills needs together to engender locally-relevant change

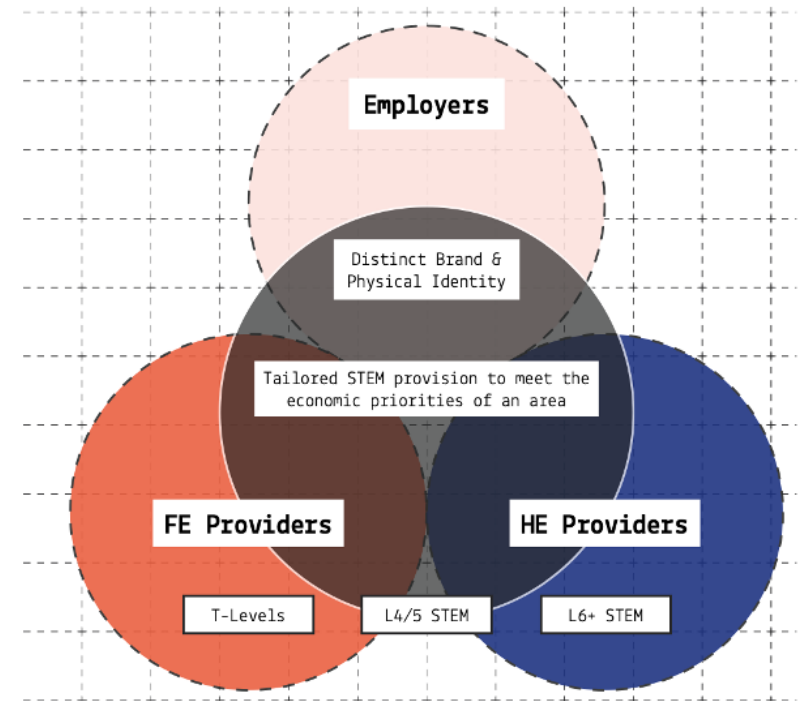
Meanwhile the education system is evolving too

Some English education policies illustrate how town assets can align with developing, for example, STEM skills

Towns have an opportunity to re-purpose and/or re-develop buildings for training, upskilling and re-skilling purposes - reflective of local need

The evolution of STEM education & skills

- A first wave of **Institutes of Technology (IoTs)** were announced in 2019 by the DfE
- A second wave of expressions of interest are now live
- The IoT model (see diagram) appeals to young people taking T levels or A levels who want to progress further, to adult learners who want to access further training and those in employment who want to develop their skills
- Meanwhile, **T levels** (equivalent to 3 A levels) are new 2-year courses being introduced from September 2020 – they are being developed with employers and business to align curriculum with industry need and involve work placements (c315 hours of 1,800 hours in total) alongside class/online learning
- T levels subjects are wide ranging from accounting, craft & design, engineering, health, legal and science
- Apprenticeships tend to have a greater (c80%) on-the-job focus than T levels



Institute of Technology purpose – more information [here](#)

There is also a challenge to cater for the career aspirations of young people across England

Education & Employers surveyed 7,000 UK 14-18 year olds and [reported their findings](#) in early 2020. Their sector aspirations have little connection to the reality of the labour market demand today.

A recent [Edge Foundation](#) report reflected on the findings “The **greatest excess of aspirations relative to projected job requirements is in art and culture, entertainment and sport**, where five times as many 17- and-18-year olds want to work (15.6%) compared to the projected demand in the economy (3.3%). Half of these respondents only want to work in this sector. The sector with the greatest shortfall, as a ratio, is accommodation and catering which needs almost seven times as many people (9.7% of the economy) as are expressing an interest in it (1.5%). Wholesale and retail trade similarly has a large shortfall – 2.6% expressing interest against 15.1% required.

Benefits of focusing upon young peoples’ needs

1. Better chance of matching young peoples aspirations and towns skills needs – by using town assets and insight
2. Improving the chances of young people moving from local education to local employment



Andreas Schleicher

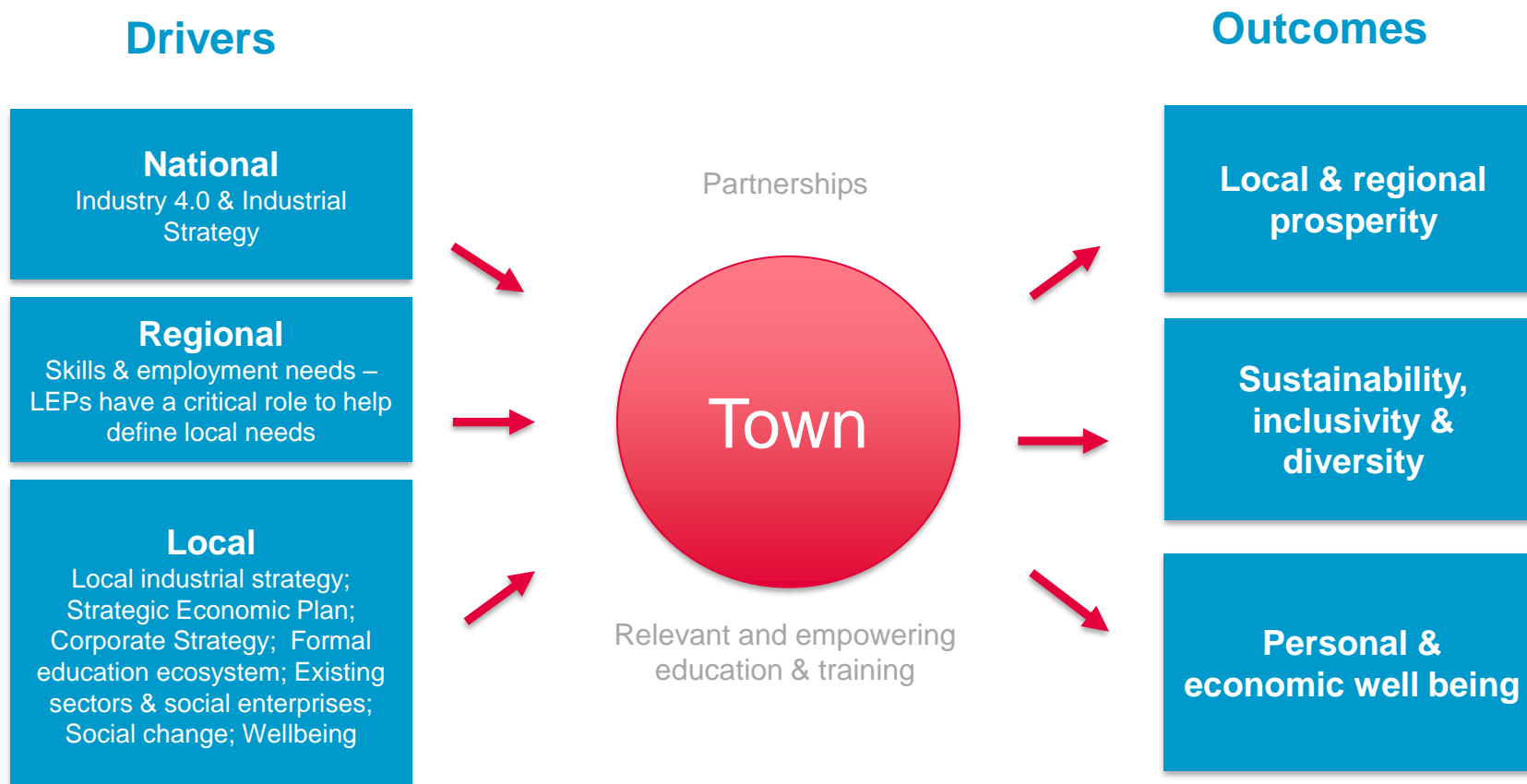
OECD Director for Education and Skills said:

Young people's career aspirations increasingly bear little relation to actual labour market demand. Aspirations are influenced by

background, families and knowledge about the world of work. Students cannot be what they cannot see.

Towns must work with local education providers (schools, colleges, universities and employers/apprenticeship providers) to understand young peoples aspirations and match them with future labour market needs. Towns Fund projects have the potential to meet both sets of need

In summary: building skills and jobs for the future



Where do your towns future skills needs and opportunities lie?

All towns exist within a national (and international) and regional context. Drivers (such as Industry 4.0) act as both opportunities and threats for local economies.

Towns priorities extend beyond employment and being clear on those priorities will enable education and skills projects to support your TIP ambition

TIP must also evidence and present how projects will address local skills gaps in the context of regional priorities

National
Grand challenges = AI & data; Clean growth; Mobility; Ageing society

Regional
LEP and future sector priorities; enterprise zones etc

Local
Skills plans; Institutes of technology; T-Level availability; Apprenticeship providers; Local Digital Skills Partnerships; JCP; Your Investment Fund; Civic University Agreements



Enabling partnerships



Assets to leverage

Spotlight Topic – Major Construction

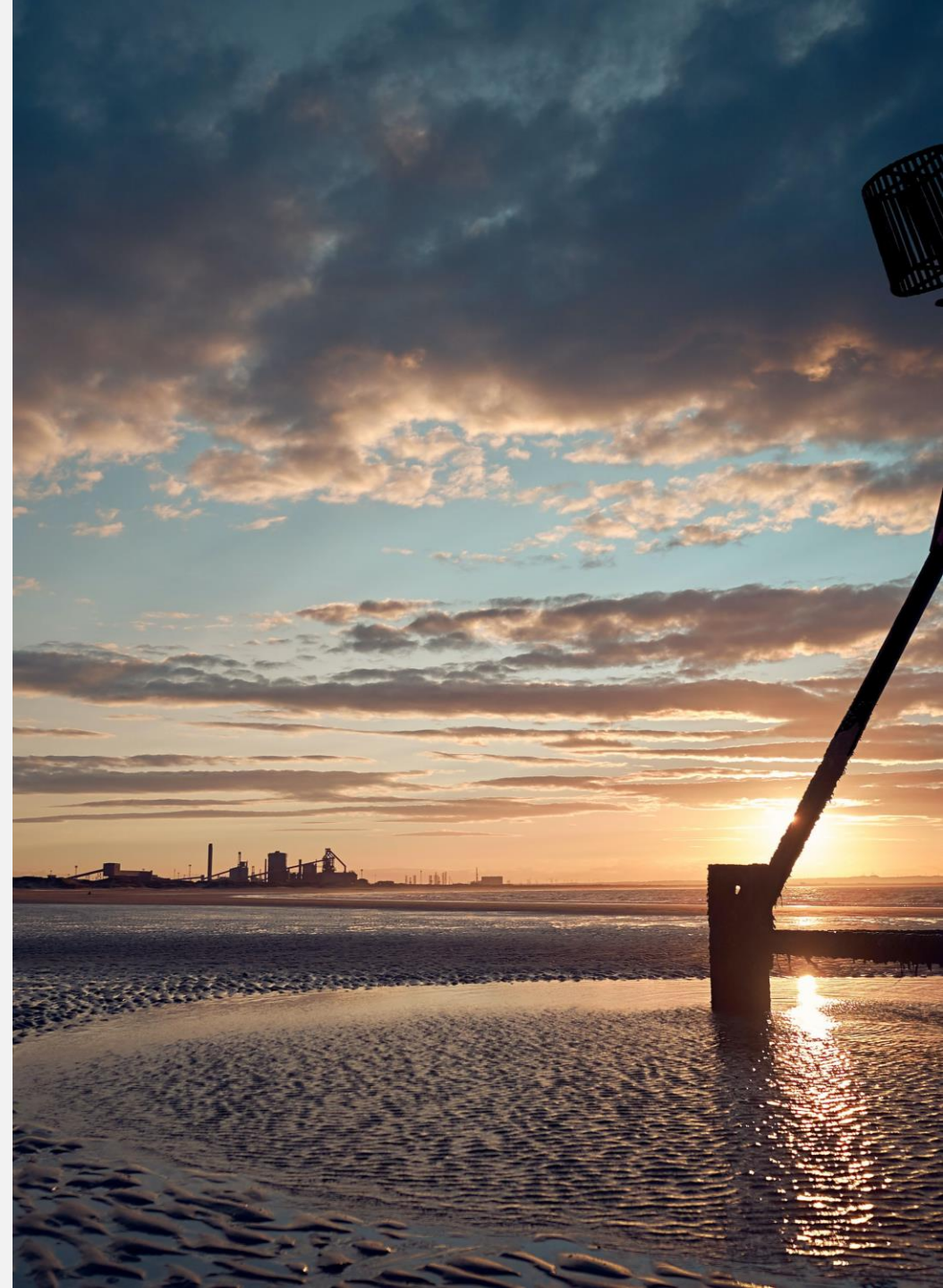
Major construction programme spotlight – from an education & skills perspective

HS2, Crossrail, Heathrow terminal developments and Hinckley, follow a similar approach to education, skills and employment development.

Theme	Focus
Employment & skills needs	Labour force forecasts and skills required (D2N2)
Learning & skills pathways	Contractually (via contractors/partners) committed pathways such as: <ul style="list-style-type: none">• Work placements• Apprenticeships• Graduate schemes
Jobs brokerage service	Linking client (e.g. HS2; Canary Wharf group), contractors (the supply chain) through intermediaries e.g. JC+
Education systems STEM skills	Local schools & colleges – build enthusiasm, awareness and pathways to higher level education

Consider the relevance of these aspects if your town is close to a current or future planned major construction/ transformation programme

Act now to plan for your town's long term employment opportunities and the skills gaps that need to be filled

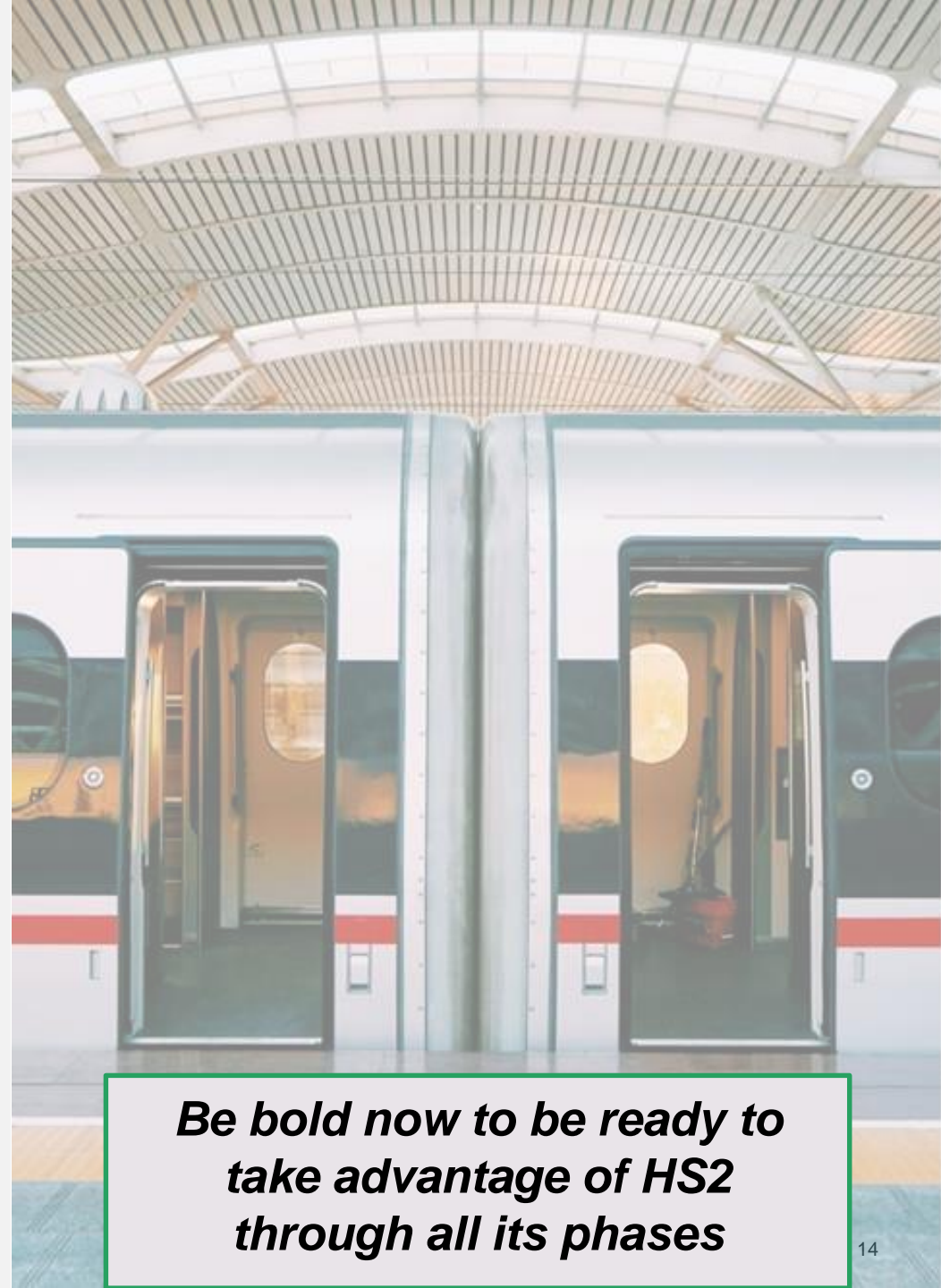


Spotlight on HS2 – from a skills perspective

- HS2 is a...
 1. Transformational construction project
 2. National/regional/local rail project
 3. Springboard for innovation
- It is a multi sectoral...
 1. Engineering
 2. Commercial
 3. Surveying
 4. Logistics
 5. Rail
 6. Support services (IT, HR, data)
- It is big! 4 to 5 supply chain layers
- Supply chain/employers contribute to skills generation and do not just provide employment opportunities

A number of Towns Fund towns are located near to proposed HS2 phased lines. In addition, local rail networks and innovation developments will form part of the overall construction programmes over the next 20+ years.

Start planning now to construct skills and employment opportunities for local enterprises and citizens.



Be bold now to be ready to take advantage of HS2 through all its phases

A framework to consider the role of education, skills & enterprise within a town TIP

What are the main considerations in framing education, skills and enterprise within a town context?

The next page presents a framework to spark ideas and approaches for towns to consider as part of their TIP and aligned with the town Theory of Change

It is illustrative and not exhaustive and will develop over the next few months as towns needs and insight evolves

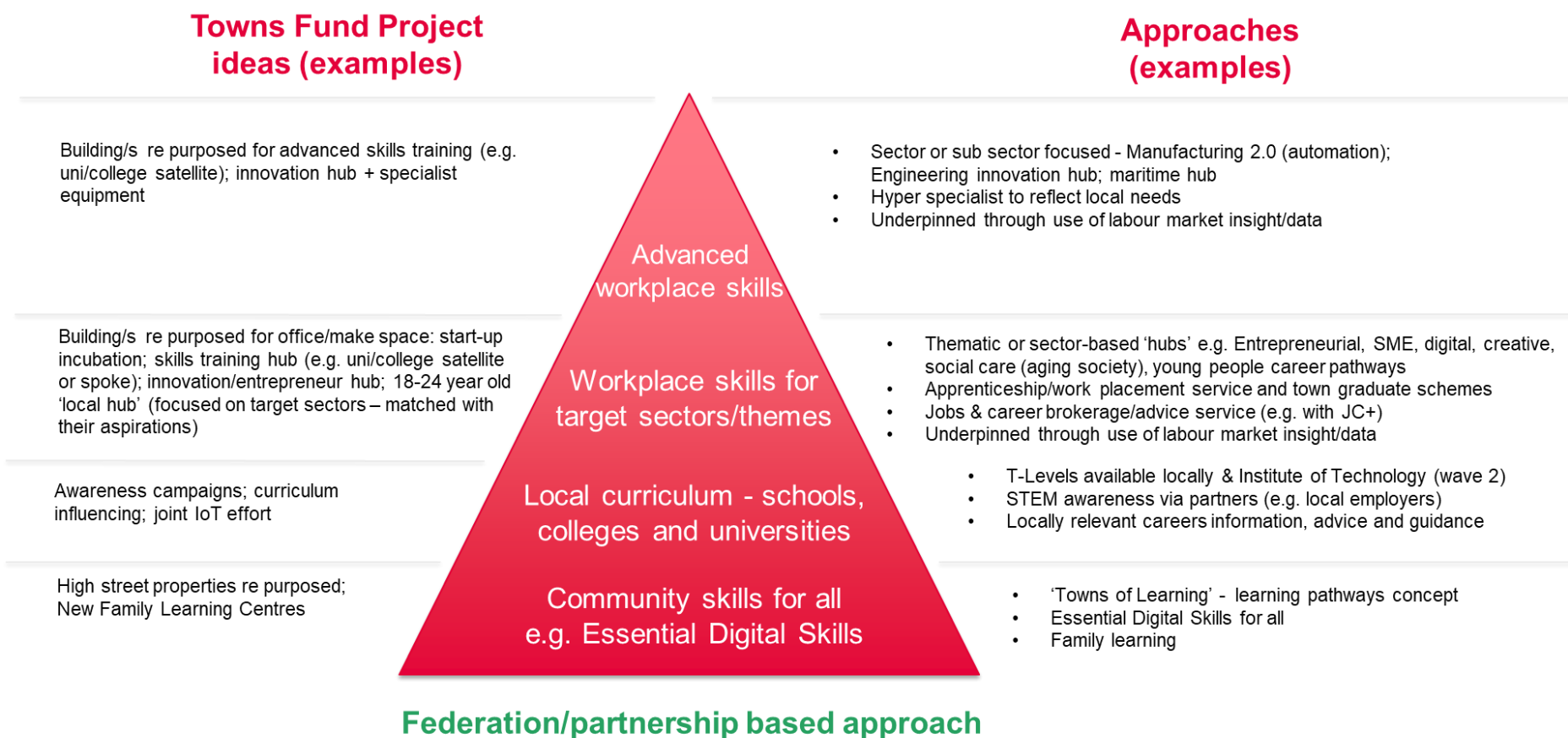
Having a clear town vision will ensure relevant projects can be developed and justified (through a clear Theory of Change)

Education & skills does not only relate to formal (level-based) learning pathways through schools, colleges, other vocational pathways and universities. Citizens can learn informally too (see Towns of Learning spotlight)

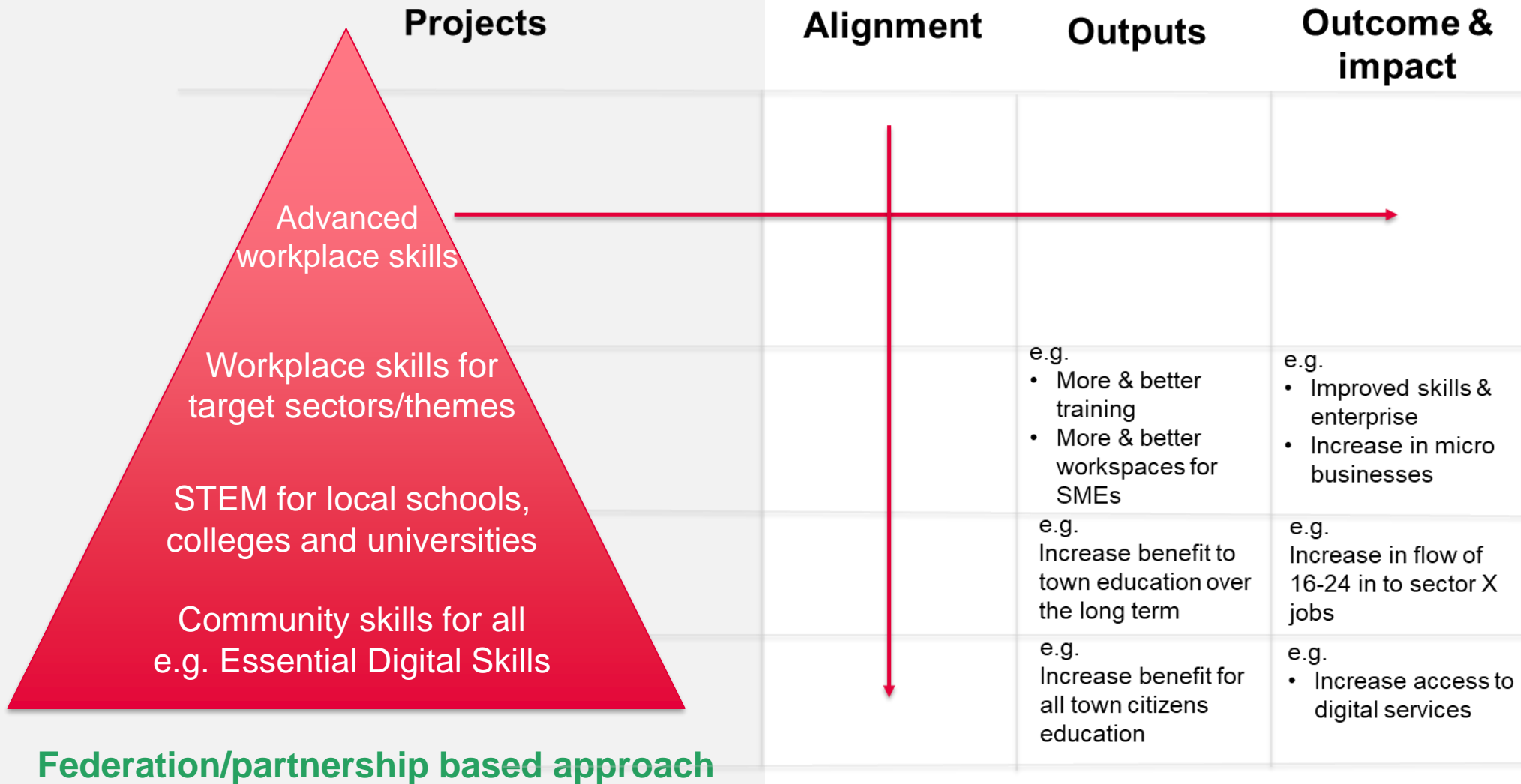
A digital opportunity exists – in delivering training and learning, developing essential digital skills for all and in developing workplace and advanced workplace skills



A 'thinking' framework – aligning E&S with your vision



How the framework links to the TIP Theory of Change...



Aligning education, skills and enterprise projects with town priorities

Example projects – Town A

Health and Social Care Academy which will support workers integrating digital technology into their work to offer new service opportunities, reduce the level of shortage in local health and social care provision

The Digital Enterprise Hub which will support innovation in digital technologies such as gaming and increase the level of town centre attractiveness

The Advanced Construction Training Hub which will develop training in low carbon building material use and sustainable building, and mitigate the economic impact of COVID-19 by providing an opportunity to reskill workforce in sectors

Example projects – Town B

Digital Hub which, through buildings re-development, will support local business with new working space

The Digital Factory which will create a new teaching & learning space for the digital and creative sector including provision of specialist equipment and T levels

The Advanced Construction & Engineering Centre which will provide new advanced training areas

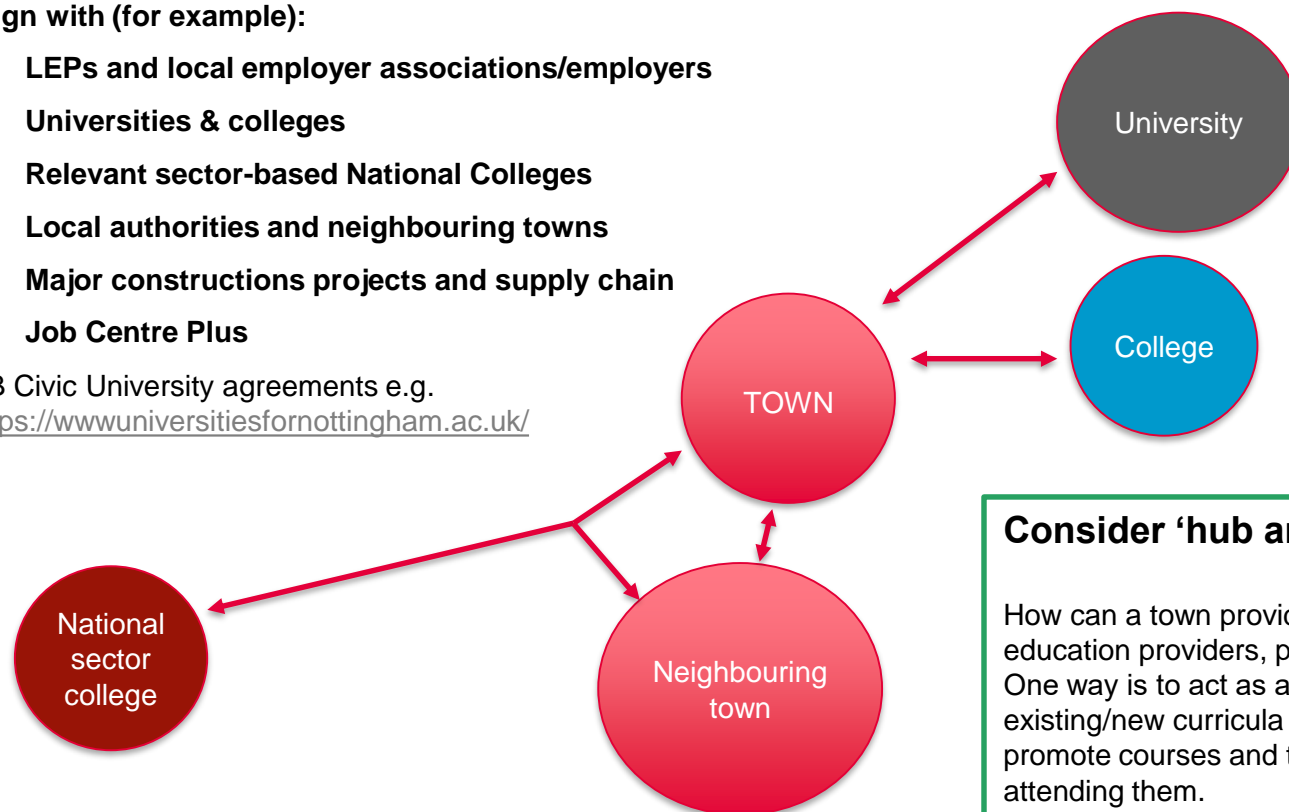
These example projects bring to life the approach of two towns – they reflect local need and form part of a clear theory of Change that connects inputs, outputs, outcomes and overall impact

Who might your skills & enterprise 'partners' be?

Align with (for example):

- LEPs and local employer associations/employers
- Universities & colleges
- Relevant sector-based National Colleges
- Local authorities and neighbouring towns
- Major constructions projects and supply chain
- Job Centre Plus

NB Civic University agreements e.g.
<https://www.universitiesfornottingham.ac.uk/>



Consider 'hub and spoke' relationships

How can a town provide skills with the assistance of local education providers, principally colleges and universities? One way is to act as a provider 'spoke' to deliver existing/new curricula that align with local needs as well as promote courses and the ease (e.g. transport made easy) of attending them.

Spotlight – Towns of Learning

Concept and Learning Pathways

Towns of Learning - spotlight

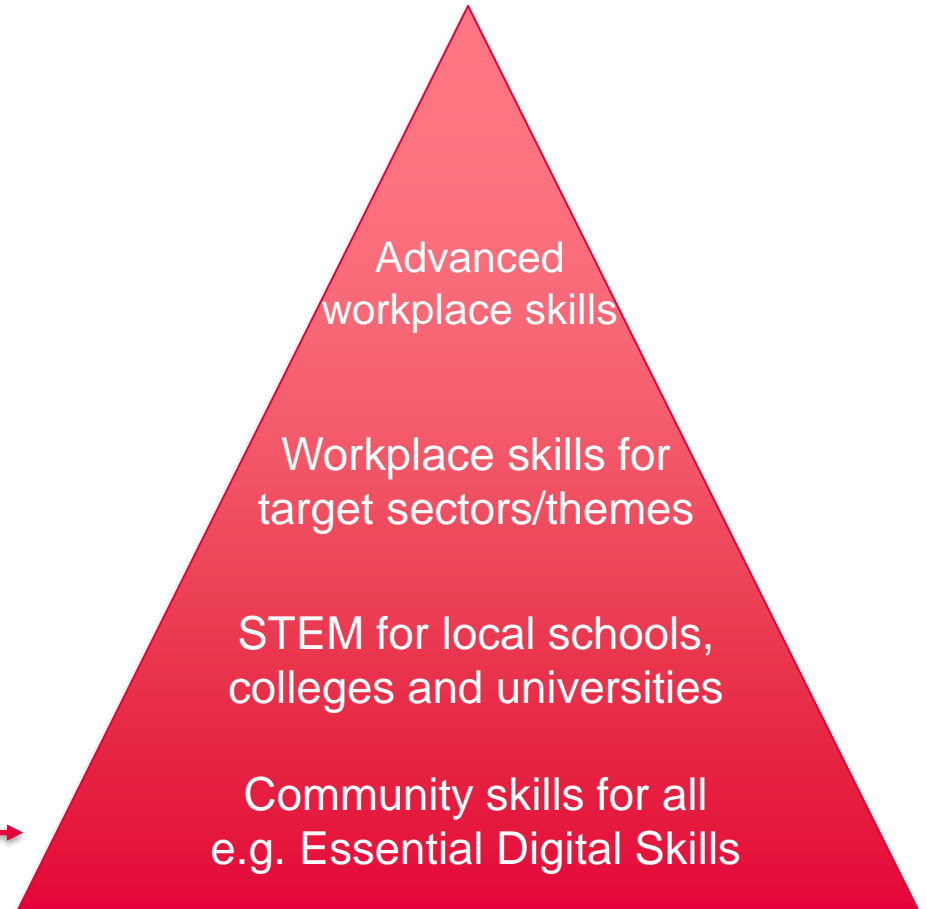
The Royal Society of Arts (RSA) has been piloting new approaches to learning in UK cities called 'Cities of Learning'. It represents one of the few approaches that focuses upon the role of 'place' in defining new pathways to learning - looking beyond (but also included) formal education settings.

We think English towns can learn lessons that can be potentially applied within their TIPs.

English towns are alive with learning. Not just in schools, colleges and universities, but in our communities - in libraries, cafes, clubs and teams. It is in these spaces that many of us learn the essential skills that employers need; how to work together, to solve problems, to settle arguments, be resilient and make things happen. All that learning... Undocumented. Unconnected. Invisible.

Cities of Learning harnesses the potential of these learning networks and supports learners to progress and local economies to thrive.

Towns of Learning concept



Towns of Learning – what does it aim to achieve?

Cities of learning aim is to make learning:



Visible

By making all the points of learning in a city visible, learners are empowered to discover and take advantage of the opportunities on their doorstep



Measurable

Using digital badges to track what learning takes place and where, learners have a new currency (beyond exam results) to showcase their talents



Connected

The platform connects learners with learning providers and employers, creating pathways into further learning opportunities and employment

Towns of Learning – how does it work?

Cities of Learning is a social movement that uses digital innovation to widen access to meaningful, connected learning. The model is built on three pillars:

- **Leadership and Vision:** a collective vision of learning held at a strategic level, with an entrepreneurial 'local Lead organisation' leading implementation
- **Network:** businesses, communities, networks and institutions work together to co-ordinate learning provision, issue and endorse digital badges. Cities of Learning pilots have developed a range of open badging templates that can be adapted and tailored to suit local learning provision and issued locally
- **Digital platform:** a mobile-first solution for learners to help them discover learning providers, showcase their skills and connect to employment or further education opportunities. Data from the platform can be used to help measure the success of grant-funded learning programmes, of schools connection to employers and of progress through learning pathways



“The time for digital credentialing has come and we think it is an important part of solving the predicament our young people find themselves in. Young people need to be given all the help they can get to understand their value in the labour market and explain that value to potential employers.” Jonathan Clitheroe, Plymouth City Lead, RIO

Relevance of 'Towns of Learning' concept to Towns Fund

Towns play a critical role in bringing together local education, skills and employer stakeholders. Benefits of a Towns of Learning styled approach can, depending upon each towns own circumstances, include:

- Highlight local routes to employment or further education
- Greater engagement in learning based on use of digital badges
- Contribute to off-site/online learning through provision of new student challenges
- Provide recognition of transferable skills
- Increase digital skills of participants
- Help participants articulate work experience skills gained

Estimated costs (to guide TIP)

To run a Cities/Towns of Learning programme in a place for 5 years, fully supported, will cost in the region of **£250,000 per lead organisation**. Please note – these costs cover Cities or Towns of Learning accreditation, training, licencing and software, they **do not** include local staff time and resource which should be costed separately by the local lead.



Summary

Summary and Next Steps

We have presented a wide variety of contextual insight and also a ‘thinking’ model to reflect upon. This pack is designed to spark education, skills and enterprise ideas and approaches. Use it to open discussions with colleagues and partners and ultimately add appropriate projects within your TIP.

And of course get in touch with us if you’d like to discuss any aspect further...

In the meantime...

Clarify your town’s vision – skills & employment priorities will follow

Build your partnerships – you can’t do this alone!

Be bold –to create a skills and enterprise legacy for your town

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