

Greater Manchester Combined Authority

Date: 29 September 2023

Subject: Towards an Integrated Technical Education, Skills and Work City-Region

Report of: Councillor Eamonn O'Brien, Portfolio Lead for Technical Education, Skills and Work, and Joanne Roney, Portfolio Lead Chief Executive for Technical Education, Skills and Work

Purpose of Report

The purpose of the paper is to set out the ambition of a Technical Education, Skills & Work (ESW) city region within the wider proposed Governance structure to take forward the whole ESW agenda and devolution trailblazer.

At the last meeting of the Greater Manchester Combined Authority (GMCA) in July 2023, an update was provided about the Technical Education ambition and proposed Greater Manchester Baccalaureate (MBacc), including the next steps around consultation and the development of employer boards.

This paper will set out progress whilst showing the connection into the proposed new Governance structure.

Recommendations:

The GMCA is requested to:

1. Review and note the update and proposed next steps.
2. Consider and approve the proposals for new governance arrangements for GMCA's Education, Skills and Work portfolio, including the development of the Joint Oversight Board (JOB) with central government in line with the Trailblazer Devolution Deal, and the proposed operation of a 'shadow' JOB ahead of full implementation in early 2024.

3. Consider and approve the standing down of current ESW governance – primarily the Employment & Skills Advisory Panel (ESAP), with thanks for members' contributions to date.
4. Approve the establishment of a GMCA ESW Executive Member portfolio leads' forum, comprising the ten portfolio leads (e.g. Work & Skills or equivalent). Leaders are invited to nominate their relevant Executive Member portfolio lead.
5. Note the progress of the LSIF application and delegate initial sign off for the submission to the Portfolio Leader for Technical Education, Skills & Work.

Contact Officers

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Equalities Impact, Carbon and Sustainability Assessment:

Recommendation - Key points for decision-makers

The GMCA is requested to welcome the update and note the next steps over the coming months

Impacts Questionnaire

Impact Indicator	Result	Justification/Mitigation	
Equality and Inclusion	G	Proposals should contribute to wider agenda around tackling social and labour market inequalities linked with access to learning/work	
Health	G	Supports residents' ability to access pathways into the labour market - links between good, fulfilling work and improved health/wellbeing are well-established.	
Resilience and Adaptation	G	Contributes to a stronger, more resilient GM labour market and supports residents in acquiring the skills they need to contribute to/benefit from it.	
Housing	G	Potential for indirect/longer term benefit: education and skills are part of a raft of support and interventions that can help reduce the risk of homelessness linked to unemployment/economic inactivity.	
Economy	G	Proposals will ensure businesses have the skills they need, now and in the future - approach is evidence-led, informed by employers. Supports increased employment/progression opportunities, both for young people entering the labour market for the first time and for those already in work. The skills base of the workforce is a key determinant of inward investment; these proposals help deliver the skills investors need, esp in: frontier/high employment sectors, growth locations, innovation/R&D pipeline. Will increase access to education, training and skills; strengthens connections between the skills offer across GM and local labour market needs.	
Mobility and Connectivity			
Carbon, Nature and Environment			
Consumption and Production			
Contribution to achieving the GM Carbon Neutral 2038 target		Will help provide a suitably skilled workforce to deliver vital enablers of the carbon neutrality target. In particular, large scale infrastructure projects (both new-build and retrofit) will rely on having both the relevant skills base and the necessary labour supply to support the design, construction, management and maintenance of low carbon buildings and transport infrastructure across GM.	
Further Assessment(s):	N/A		
G Positive impacts overall, whether long or short term.	A Mix of positive and negative impacts. Trade-offs to consider.	R Mostly negative, with at least one positive aspect. Trade-offs to consider.	RR Negative impacts overall.

Carbon Assessment

Overall Score

Buildings	Result	Justification/Mitigation		
New Build residential	N/A			
Residential building(s) renovation/maintenance	N/A			
New build non-residential (including public) buildings	N/A			
Transport				
Active travel and public transport	N/A			
Roads, Parking and Vehicle Access	N/A			
Access to amenities	N/A			
Vehicle procurement	N/A			
Land Use				
Land use	N/A			
No associated carbon impacts expected.	High standard in terms of practice and awareness on carbon.	Mostly best practice with a good level of awareness on carbon.	Partially meets best practice/ awareness, significant room to improve.	Not best practice and/ or insufficient awareness of carbon impacts.

Risk Management

There are no direct risks associated with this report.

Legal Considerations

There are no specific legal considerations arising from this report.

Financial Consequences – Revenue

There are no direct financial consequences arising from this report. Any financial considerations associated with specific programmes/services referenced within the plan will be dealt with in line with the relevant commissioning, assurance and governance arrangements for those activities.

Financial Consequences – Capital

There are no capital funding consequences arising from this report.

Number of attachments to the report:

N/A

Comments/recommendations from Overview & Scrutiny Committee

N/A

Background Papers

This paper can be read in conjunction with:

- Policy paper, [Towards a Technical Education, Skills and Work City-Region: Starting the Conversation](#), together with the [recording of an event](#) held to launch the paper and associated consultation.
- Previous paper considered by GMCA (July 2023): [GMCA Part A Report Template \(greatermanchester-ca.gov.uk\)](#)

Tracking/ Process

Does this report relate to a major strategic decision, as set out in the GMCA Constitution

No

Exemption from call in

Are there any aspects in this report which means it should be considered to be exempt from call in by the relevant Scrutiny Committee on the grounds of urgency?

No

GM Transport Committee

N/A

Overview and Scrutiny Committee

N/A

1. Introduction/Background

Towards an integrated technical education, skills, and work system for the GM economy

1. The GM Integrated Technical Education, Skills & Work System will connect residents, localities, providers, and businesses to build a strong, resilient, modern GM economy that works for everyone.
2. Our Integrated System is not solely about qualifications; it is about good jobs at all levels. We want to deliver a clear line of sight for residents into the GM economy through clear skills and inclusive employment pathways to good jobs. A system that can respond to industry requirements and employer needs and system where businesses play their part.
3. The previous paper (considered by GMCA in July 2023) set out the importance of connecting skills with the labour market of GM, both now and in the future, with a particular focus on young people through the lens of Technical Education; however the ambition is all age, and for all stages of our residents' labour market 'journey', from the first step on the path into work to those looking to progress or return to employment after a period away from work. This is a narrative well-rehearsed; however, to make it a reality requires a system change in terms of behaviour and thinking of all involved - from young people to our older residents, their peers, supporters, parents & carers, education institutions, Government, Business and many others.
4. The further opportunities that Devolution brings is an element in this narrative via GMCA's new mandate working with the Department for Education (DfE) and the Department for Work and Pensions (DWP) on strategic oversight of post-16 technical education, careers and employment support, to explore new ways to bring greater clarity to the system. However, this is not solely down to one organisation or Government – Greater Manchester has made the case for devolution so now is the time to do things differently.

2. Towards the Vision: key components

2.1 Strong Governance to drive forward change- towards deeper devolution

5. Greater Manchester's education, skills and work (ESW) system's previous governance arrangements have included the Skills & Employment Partnership (in place from 2012 to 2018), and the GM Employment & Skills Advisory Panel (ESAP), established in 2018 as part of the Skills Advisory Panels programme under the Government's (now withdrawn) Industrial Strategy, to bring together local stakeholders, employers and skills providers to drive analysis and pool knowledge on skills and labour market needs in ways that informed the skills agenda and improved economic outcomes.
6. Whilst those arrangements provided valuable input to and oversight of the ESW agenda to date, as we move forward with the opportunities presented by the March 2023 Trailblazer Deeper Devolution Deal between central Government and Greater Manchester, the time is right to give deeper consideration to the purpose and functions of the governance structures. This approach would ensure that they better meet GM's needs and support the employer-led, resident-centred system towards which we are working, and that the expertise of key stakeholders can be harnessed to better effect.
7. Recognising the critical role that mayoral combined authorities and the local partners including Local Authorities play in supporting education, skills and employment support, and their alignment to regional economic growth, the Deal included a commitment to new partnership arrangements and joint governance around aspects of the ESW landscape.
8. In particular, the Deal paved the way for:
 - a strong joint governance board to provide oversight of post-16 technical education and skills in Greater Manchester, ensuring the link between the technical education offer within GM and timely labour market intelligence about the needs of the local labour market. The Deal specified four main roles for the Board: responsiveness, implementation of the Local Skills Improvement Plan, data-sharing, and careers.
 - a Joint Strategy and Oversight Board made up of senior GMCA officers and UK Government (UKG) officials with the authority to consider evidence, make advisory recommendations and engage in discussions proactively, to ensure that DWP,

Jobcentre Plus activity and Greater Manchester activity work together to improve client outcomes.

9. Whilst each of these new partnership and governance elements has a distinctive focus, they are interdependent aspects of Greater Manchester's overarching ambition to become an integrated technical education, skills and work city-region. As such, it is important that a balance is struck between ensuring that technical education/skills and work/employment support receive the dedicated focus they need, while at the same time guarding against considering them separately from each other and undoing some of the existing alignment of skills and work – the alignment that has been instrumental in paving the way for aspects of the Deal.
10. It is therefore proposed that, rather than de-coupling education/skills and employment support, an integrated approach will be taken, with a single **Joint Oversight Board (JOB)** being established, comprised of senior officials from Greater Manchester and UKG (primarily DfE, DWP and the Department for Levelling Up, Housing and Communities (DLUHC)), taking forward the functions set out in the Deal together with oversight of/accountability for the significant body of ESW activity not directly impacted by the Trailblazer.
11. It is also proposed that JOB will be supported by additional elements of the system to ensure specialist input, stakeholder engagement, and a closer connection with district priorities including: Thematic Panels, Employer Boards, a LAs Executive Member Portfolio Forum, current external partnership boards including GM Colleges Group, GMLPN, Business Representation Organisations, Growth Location Boards etc.
12. **It is proposed that the Governance should also dock into other GMCA portfolios including Economy, Digital and Environment to name a few to show the connectivity of the EWS agenda against areas such as IGM, Investment Zones & Growth Locations.**

2.2 Key functions/elements of the proposed new governance landscape

- **Joint Oversight Board** – providing a mechanism for the strategic system oversight and increased accountability that is an intrinsic part of the devolution agreement with government, and through which to tell a coherent 'GM story' that will help inform and influence wider UKG and devolved policy, in line with the Trailblazing nature of the Deal. It will have a strong place based approach understanding the difference in need across GM to Level Up.

2.2.1 Proposed Priorities:

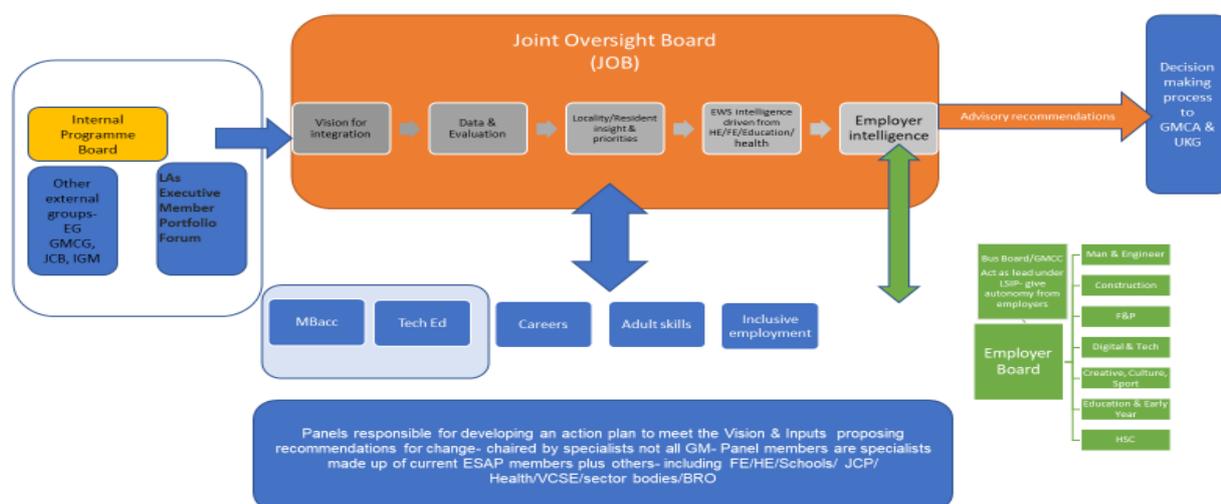
- To provide strategic oversight of the whole employment, skills and post-16 technical education landscape in Greater Manchester, ensuring the link between an intelligence-led technical education, skills and employment support offer and the needs of the Greater Manchester labour market.
- In particular, providing strategic oversight (i.e., facilitating alignment and addressing issues) of relevant post-16 technical education or training offer linked to delivering the Local Skills Improvement Plan, including a role in signing off the Local Skills Improvement Fund application from the lead college to ensure alignment of local skills improvement fund-funded projects and wider labour market strategies.
- Explore opportunities to test new approaches and support national policy development in this space by enabling UKG to better understand the interplay on the ground between different strands of policy owned by policy teams and Departments.
- To ensure responsiveness through a strong strategic partnership between commissioners/funders, the demand side and the supply side, utilising exploring all available data/intelligence, policy and fiscal levers and resources to translate needs into provision and secure a responsive post-16 technical offer that is aligned to local skills needs and ensures sufficiency, capacity, capability and curriculum relevance and pathways.
- To ensure strong connections between GM-level activity and the ESW agenda in each of GM's 10 districts, with greater clarity and collective purpose around those areas in which GM and LA labour market strategies can be more mutually supportive while retaining their own distinctive character.
- Consider evidence, make advisory recommendations and engage in proactive discussions, to ensure that all employment support activity, whether unilateral or co-designed/commissioned, works together to improve outcomes for residents.

- Consider the feasibility and potential scope of employment support pilots and/or approaches to working together that are aligned to national and regional priorities and challenges using devolved funding for local needs. Specifically, scope potential GMCA-led employment support pilots that focus on using national employment and health levers alongside devolved local functions/funding.
 - Develop an all-age careers strategy for Greater Manchester that responds to the local skills improvement plan and reflects the skills ambition for the city region and otherwise support GMCA in delivering on its new mandate for oversight of all publicly funded careers services delivered to GM residents.
 - Explore and make recommendations around lawful and relevant data sharing in order to support effective planning functions linked to both sufficiency and alignment between the technical education offer and local labour market needs.
 - To consider recommendations from a series of specialist thematic panels that will provide insights and take forward recommendations as appropriate.
- **Thematic Panels (suggested below)** – It will be the role of the panels to translate the inputs – evidence, data and insights – into an action plan, based on shared commitments to take actions forward, which will bring about the required change/improvements in the relevant thematic area. The panels will be made up of specialists in their field, including expert colleagues within GM's local authorities, Colleges, Schools, HE, Jobcentre, VCSE, health partners and thinktanks (those that currently support ESAP) with an ambition to see improvements across GM and the necessary reach into/leverage with the networks/organisations they represent to take agreed actions forward. Each panel will define their precise remit.
 - **Employer Boards** (see 3.1 below) – One of the main inputs for the panels & JOB will come from the Employer Board, made up of 7 Sector Skills Leads who will be the figure head – the role will be heavily linked to the Local Skills Improvement Plan (LSIP) in terms of intelligence gathering from their sector. There is an expectation that this will constitute engagement that reaches more widely than their own organisations. This will not be a Board that pontificates around the whole system- This, if done right is the first step in a system change and therefore this board is

unique and different to what already exists. It will have a specific scope to focus on 4 areas in the first instance **(there is a further phase that could support the wider agenda):**

- Raise the number of placements for T-levels and apprenticeships
 - Support curriculum relevance based on a GM agreed view of skills challenges in the Gateway areas – potentially leading to provision development
 - Spearhead the advocacy of the benefits of technical skills and qualifications as a solution to the skills challenges
 - Articulate what are the barriers preventing this growth and provision change- create recommendations for Devo Board (JOB)
- **LAs Executive Member Portfolio Forum** – providing stronger connections between GM-level activity and the ESW agenda in each of GM’s 10 districts, with greater clarity and collective purpose around those areas in which GM and LA labour market strategies can be more mutually supportive while retaining their own distinctive character.
 - **Internal Programme Board** – chaired by the GMCA Lead Chief Executive as senior responsible officer, this is an internal GMCA oversight group comprising senior officers (GMCA Executive Director for Policy & Strategy, ESW Director & Assistant Directors, together with other relevant SROs including CA Treasurer).

2.3 Proposed structure & Membership



2.4 JOB proposed Membership

- Greater Manchester:
 - GMCA Portfolio Leader- Technical Education, Skills and Work
 - Chief Executive - Technical Education, Skills and Work
 - GMCA Treasurer/Deputy Treasurer
 - Executive Director, Policy & Strategy
 - Director, Education, Work & Skills
 - Chief of Population Health & Inequalities/Deputy Chief Executive
 - CEx GM Chamber of Commerce (GM's designated Employer Representative Body (ERB)¹) - also representing the views of the Employer Boards
 - Chair, GM LEP/Business Board
- Department for Education - **One of the following**
 - Director, Labour Market, Skills & Funding
 - Director, Regions & Providers
 - IfATE
- Department for Work & Pensions – **One of the following**
 - Director, NW
 - Director, Places Policy
 - NW Strategic Partnership Lead
- Department for Levelling Up, Housing & Communities
 - Director, Levelling Up Group

Whilst not full members, the Chairs of the Thematic Panels will attend JOB in an advisory capacity.

3. The critical role of employers – Update

3.1 Employer Boards

13. The previous paper set out the ambition to have seven Employer Boards to drive forward the development of the Technical Education ambition, including the proposed Greater Manchester Baccalaureate ('MBacc') and associated career gateways. In time these employer boards will support the entire EWS vision - but they need to have a clear remit in the first instance so not to try and do everything and achieve nothing. They will be intrinsically linked to GM's Local Skills Improvement Plan ('LSIP' – see below) in terms of bringing about change by articulating the employer voice, setting out and championing the skills/talent that employers in each career gateway will need in the future and present.

14. The Mayor has been keen to ensure 'high value brand' businesses come forward to support the Employer Board and the ambition about creating equal prestige in the technical education pathway.
15. Over the past month employers have been showing their support, with 50-60 well-known businesses from across Greater Manchester already pledging their support for the ambition. **A meeting is taking place on 26th September** which will showcase backing from the supporter's network and will also launch the process for the selection of each Sector Skills Leader (SSL).
16. It will be critical that these SSL commit to becoming the linchpin that connects numerous other employer forums and business representative organisations together in terms of labour market intelligence and skills needs. They will also advocate for businesses becoming part of the movement to bring about change in the technical education space and the wider work and skills system in the latter stages linked to the outcomes from the LSIP.

3.2 GM Local Skills Improvement Plan (LSIP) & Local Skills Improvement Fund

17. Greater Manchester Chamber of Commerce published GM's LSIP on 11 August and is putting plans in place for phase two, the objective of which is embedding the LSIP process in the local skills system. The LSIP articulates employers' skills needs and makes recommendations about changes that are needed to ensure that the education and skills offer in Greater Manchester more closely aligns with the needs of the local labour market. This is why aligning the LSIP to the ambition of the employer boards and the gateways makes sense in terms of pulling in all available information and intelligence to create a strong narrative from employers about their skills & labour market needs.
18. In addition, the GM LSIP makes recommendations to employers about their role investing in and contributing to workforce development and talent pipeline planning, in ways that help maximise the opportunities arising from the Devolution Deal and facilitate new ways of delivering the technical education, skills and work ambitions that will deliver a productive, inclusive and resilient GM economy/labour market.
19. DfE has made implementation funding available via the Local Skills Improvement Fund, a two-year, £165 million national pot (mix of capital and revenue) that has been made available to support colleges in responding to LSIPs. Following an expression of interest process run by DfE, Wigan & Leigh College was approved in July to lead the

development and submission of a collaborative bid for funding on behalf of the Greater Manchester Colleges Group (submission deadline mid-September). An indicative funding ceiling – around £8.5m over the two year period – has been earmarked by DfE for activity within GM.

20. The projects will address key aspects of the LSIP and include a major investment in Cave Automatic Virtual Environments. The focus will be:

- Construction: retrofit and digitisation
- Engineering & Manufacturing: lean manufacturing with focus on sustainability and electric/hybrid vehicles
- Digital: basic digital skills and pathways to higher qualifications in cybersecurity and Artificial Intelligence
- Health: digitisation of health – looking at current workforce needs and embedding skills in existing pathways
- Education/Workforce: developing a GM approach to staff development and collaboration with HEIs over addressing issues around staff shortages in technical education

This will be underpinned by work with the CA on career gateways. A governance group including the CA, GM Chamber of Commerce, GMLPN and the college project leads will provide oversight and ensure activity remains relevant to delivering against the LSIP.

4. Technical Education and MBacc

4.1 Update

21. As noted in the July paper, in May 2023, the Mayor set out proposals for a Greater Manchester Baccalaureate, or MBacc, and boosting delivery of the Government flagship T-level qualifications, alongside other technical qualifications including Apprenticeships, in partnership with our business community. Our aim is to create a clear line of sight for people to the fantastic technical roles and job opportunities that exist in Greater Manchester via two equal pathways for young people – one academic and one technical.

22. The focus of work since July has been on engagement with parents on the MBacc proposals through a People's Poll, and the galvanisation of work to scope and deliver the MBacc ambition.

4.2 Poll results

23. Following the consultation with businesses and stakeholders completed in July 2023, GMCA commissioned BMG Research to carry out an online poll with residents from across the city-region, between 20 July and 1 August 2023. A total of 975 parents (with at least one child of school age) across GM were interviewed and data weighted to be representative of parents across Greater Manchester using information from the 2021 Census and the Greater Manchester Residents' Survey.
24. Participants were asked about their attitudes towards school curriculum, and our proposals to develop the MBacc:
- There is a sense amongst respondents that current provision leans towards more emphasis on academic subjects when advising children in year 9 about their future. Respondents support a more equal approach – making technical education as valued as academic education.
 - There is more awareness of A-levels and apprenticeships, than other qualifications or routes for young people. Even those that are familiar with more technical courses, many wouldn't know how to access them.
 - Awareness of the Mbacc is higher in Manchester than other Districts (but still relatively low). Overall the support is higher – especially from those parents who have children either at or approaching the age where they start to make educational decisions.
 - Regardless of prior awareness, support for the MBacc is high, with 3 in 5 (59%) supportive of it, while just 4% oppose it.
25. In addition to the confirmation of support delivered through the consultation and the poll, both channels have provided a further layer of insight from businesses and residents around our proposals, including opportunities to increase engagement and awareness, and potential risks and challenges. This feedback is now being analysed and connected into the relevant workstreams outlined below.

4.3 MBacc

26. Following the broad mandate of support received for the MBacc proposals through the initial consultation and subsequent People's Poll, GMCA have commissioned the Edge Foundation (an independent foundation working to inspire the education system to give young people the knowledge, skills and behaviours they need to flourish in their future life and work) to work with a group of high profile national policy leaders and GM

education leaders on the development of the MBacc through the creation of an “engine room”.

27. This initial phase of work will take place between August and December 2023 and will deliver:

- Identification of subjects that will form part of the MBacc;
- Research of best practice models from around the world that we can learn from and incorporate;
- Identification of essential skills that can be built into the MBacc curriculum;
- A consultation with the wider GM education sector on proposals and a final recommendation of the MBacc scope and work required to deliver.

28. Pilot schools will then be confirmed to develop aspects of the MBacc and associated curriculum planning to commence delivery from September 2024.

4.4 High Quality Technical Careers Education

29. In Spring 2023 we surveyed careers professionals working in GM schools and colleges to gauge awareness of technical education pathways; whilst knowledge of Apprenticeships and vocational offers was high, T Levels, Supported Internships and wider labour market understanding were lower. This is in line with the responses from the People’s Poll. In response to this we have developed a CPD session which will run in October, in line with the academic year, to furnish Careers Advisers with an up-to-date understanding of technical routes available for young people and how to access them. We will then work with the sector to develop toolkits and ongoing updates to ensure those professionals informing young people have access to the most current GM information.

30. We are also working with colleges and independent training providers on the implementation of Provider Access Legislation¹ to widen levels of engagement for young people with technical education provision to help inform their choices.

¹ Provider Access Legislation specifies that schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students between Years 8 and 13, to further help learners understand and take-up not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications

4.5 Digital Routes to Engage

31. We currently have three digital routes for young people to access support (on both technical and academic pathways) through:

- **GMACS**, (the Greater Manchester Apprenticeships and Careers Service), our navigation tool to explore options and hear from GM businesses;
- **Curriculum for Life**, accessing information as young people navigate into adulthood (due to go live October 2023);
- **Our Pass**, which enables travel to anywhere in the city-region for all 16-18 year olds, regardless of their learning pathway to access training, study, and opportunities like sports and cultural/leisure opportunities.

32. During this year we have improved the technical education content on GMACS to better reflect the GM offer; however, there is more to be done on this and during Autumn 2023 we will be engaging with young people to support the co-design of new and engaging technical education content on the site. As part of this work we are exploring the potential to develop an interactive routeway map that will enable young people, parents and carers, and careers professionals to have a line of sight through the various technical options available from school through to a job in GM. This will build on the work done nationally by the Institute for Apprenticeships and Technical Education (IfATE) on the occupational routes maps (which include occupational standards setting out the skills, knowledge and behaviours needed across more than 600 job roles) but will reflect our seven GM gateways – those priority sectors which, together, account for more than half of jobs in GM's labour market.

33. We are also exploring the potential to develop a common application process for T levels and industrial placements.

4.6 Broad and Exciting Technical Education Offer

34. Our integrated ambition would extend the approach GM is already applying to adult skills to all learning that draws its primary purpose from the workplace.

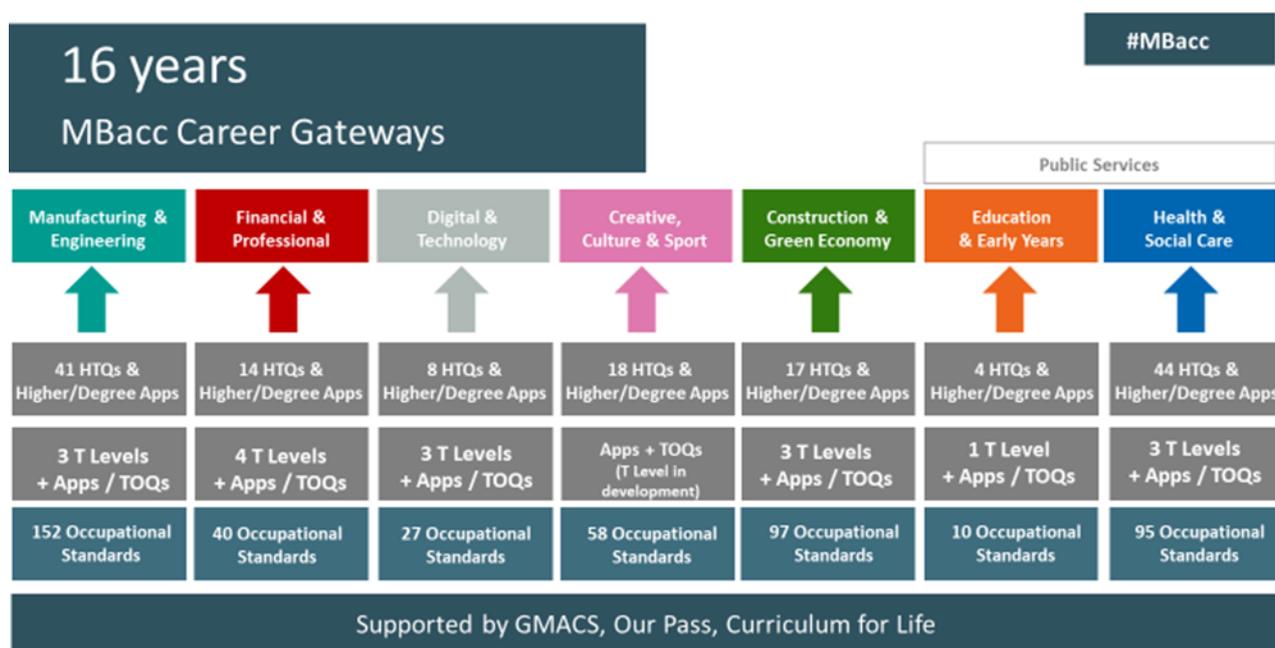
35. It will help to build a virtual toolkit through:

- A core cluster of qualifications that are valued by employers and open doors into key GM sectors and industries;
- A wide range of workplace experiences, curriculum enrichment and other opportunities that support the development of soft skills and entry to the world of work;

- A clear, trusted platform through which to explore and apply for technical education pathways and wider support and enrichment, together with the tools needed to access them.

36. A key part of the ambition is to become renowned as a 'T level city-region' and 2023 is the first year that substantial numbers of learners have completed T levels with results for GM above the national average pass rate of 90.5%. T levels require the completion of a substantial industrial placement (c.45 days) to achieve the qualification and for the 2024/25 academic year we anticipate, based on current projections, that at least 5000 placements will be required to support learners across GM. The development of the infrastructure to deliver this will be a priority for the Employer Boards.

37. A mapping exercise of the technical pathways available from age 16 upwards against our 7 gateways has been undertaken (diagram below) and the team are now analysing learner data, accessibility, and progression to inform the creation of data packs that will enable our Employer Boards to consider the current offer and make recommendations on areas in need of development.



5. Next Steps

38. Next steps relating to the technical education proposals have been set out in Section 4. In relation to the wider governance proposals it is proposed that:

- Officers continue to work with UKG colleagues to develop proposed arrangements for the Joint Oversight Board (JOB).
- Members of ESAP represent key stakeholder networks so would be invited to join focused thematic panels in the main, as they have in depth knowledge that is required to drive change in the new proposed Governance model.
- A GM ESW portfolio leads' forum be re-established, comprising the ten LAs' relevant Executive Members portfolio leads (e.g. Work & Skills or equivalent). Leaders are invited to nominate their relevant portfolio lead to join this forum.
- Continue to work on the five areas under the banner of Technical Education – presentation attached
- Continue to work with the GM Chamber & GM Colleges group on the development of the LSIP & associated funding for the LSIF.

6. Recommendations

39. As above.